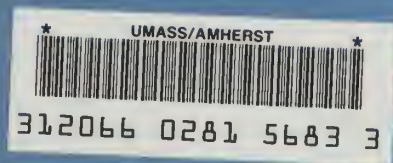


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Ramona Stark



GUIDE FOR DESIGNING DEVELOPMENTAL PROGRAMS

FOR SEVERE SPECIAL NEEDS CLASSES

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August, 1975

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FOR SEVERE SPECIAL NEEDS CLASSES

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August, 1975



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GUIDE FOR DESIGNING DEVELOPMENTAL PROGRAMS

FOR SEVERE SPECIAL NEEDS CLASSES

BY

Developmental Day Care
Massachusetts Department of Mental Health
Division of Mental Retardation

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Multihandicapped Children

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This manual is written by and for the dedicated past and present day care personnel as well as for future staff of Developmental Day Care programs under Chapter 766.

August, 1975

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This guide should be supplemented with other audio-visual materials available through Department of Mental Health Resources

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PRODUCTIONS

PUBLICATIONS

A Guide to Creative Arts for Developmentally Disabled Children

A Guide to Swimming Instruction for Developmentally Disabled Children

A Guide to Creative Movement for Developmentally Disabled Children

A Guide to Teaching Developmentally Disabled Children

Which Shadow is Mine?

Service Delivery Systems Catalogue

AUDIO-VISUAL

Therapeutic Aquatics

"Pecos Is A Nice Horse"

Art Slide-Tape

Developmental Objectives and Strategies Video-Tape

MODULES

Environments Module

Instructional Materials Workshop Module

FORWARD

This manual has been designed to provide teachers with models, guides and procedures in designing functional programs for each client. This manual contains educational resources and content to provide a systematic, comprehensive guide. It represents an eclectic approach which provides a basis from which teachers can alter, adapt, or modify individual educational plans.

" Before the public conceives an image of the professional teacher, that image must be created in the minds of the teachers themselves."

J. Lloyd Trump and Dorsey Baynham

GUIDE FOR DESIGNING DEVELOPMENTAL PROGRAMS

FOR SEVERE SPECIAL NEEDS CLASSES

Commonwealth of Massachusetts

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I. PHILOSOPHY

PHILOSOPHY

I. A. Overview

Recently, the Massachusetts Department of Mental Health (DMH) became acutely aware of a population with severe developmental disabilities whose needs were not being met. It was becoming apparent to DMH that many of the children and young adults who had been attending classes in the Department's Community Clinical Nursery Schools were, for a variety of reasons, unable to make the transition into special classes in the public schools and, at the same time, were disqualified from other programs because these lacked the appropriate support services. State Schools, as a result, were now receiving more and more applicants, as parents sought what appeared to them to be the only other alternative for their children. Clearly, this was not what DMH had hoped for as an outcome of its CCNS outreach program.

In 1968, therefore, DMH began to develop plans for a viable alternative to the state school approach, and began to make plans for a comprehensive program, operating in the communities, that could meet the needs of this neglected population. The DMH grant proposal led, in 1968 to the creation of the Developmental Day Care Centers Program (DDCC), which received federal funding and which included the setting up of seven day care centers throughout the state of Massachusetts.

The DDCC Program was designed not only to provide an alternative and respite to the families of this population, but also to extend educational and prevocational training to the clients themselves. It sought to prevent regression in any skill level the client had acquired, and it provided for a complete service delivery system as well.

DMH designated as the target population for the DDCC Program children and young adults between the ages of 7 and 16 who were diagnosed as severely and profoundly retarded and multiply handicapped.

Developmental Day Care Centers: Program and Staff Components

Initially the program ran for six hours a day, 38 weeks of the year. The staff/student ratio was 2:8. Skills acquisition was targetted in seven areas of development: activities in daily living, communication, cognitive skills, fine motor and gross motor coordination, socialization, and prevocational skills. The Vineland Scale of Social Maturity was administered at the beginning and end of the year to assess strengths and weaknesses in these areas, as well as to begin the process of accountability and act as a tool for evaluation of the program itself.

Weekly inservice training, supervision, and consultation was provided by the DMH and Regional Offices personnel, area Mental Health Clinics, Community Evaluation and Research Centers (CERC) teams, and Public Health personnel (occupational therapists, physical therapists, nutritionists and physicians).

Program Changes

In 1972 the Federal Government renewed the DDCC Grant and provided for the creation of 14 additional day care centers throughout the State. It also provided for some substantial changes in programming and staff.

The Developmental Day Care Centers Program was now to become year-long, since data indicated that there had been a great deal of skills regression during the Summer

months when the program was not operating. Teachers, too, were now employed on a 52-week basis to provide consistency and structure for the students for the entire year.

New staff were added, including a person trained in program development, as well as specialists in Speech, Hearing, Dance Therapy, and Behavior Modification who would provide expertise in diagnostics, evaluations, and curriculum development.

The assessment and reassessment of developmental objectives for each person in the program now became mandatory at the beginning, middle and end of the year to promote maximum accountability and to measure progress in each of the skills acquisition areas.

DDCC Before September, 1975

There were 26 DDCC's operating throughout the State, each having a 3:8 staff/client ratio.

Program staff were proficient in implementing various scales and inventories in designing appropriate individualized programs, in recording and analyzing behavior, and in writing developmental objectives.

Developmental objectives are continued throughout the summer in a recreational setting in order to meet the standards of the program; to prevent regression; to maintain consistency; and to maintain family and community involvement.

Teaching strategies included reward inventories, the token economy, and contingency contracting. The behavioral approach had become widely used.

Recently a comprehensive criterion-referenced sequential tool (Developmental Assessment Tool) was disseminated to all teaching staff for initial feedback on its use as a measure of accountability. (See Appendix for Sample, p. 96)

DDCC and the Future

As of September 1, 1975, the Developmental Day Care Centers are no longer the administrative and fiscal responsibility of the Department of Mental Health, but rather the responsibility of local public school systems and local educational agencies.

This shift in responsibility occurred as a result of the 1972 Chapter 766 law, the Comprehensive Special Education Law, which was mandated to guarantee the right of education to all students with special needs. Chapter 766 also supports the model of community-based intervention services. The ultimate goal of this law is to have maximum integration of these students within a public educational facility within their own communities.

The same energies that created the DDCC program is being focused toward the creation of day activity centers, sheltered workshops and community residences. The underlying objective of this refocus will be to ensure the maintenance of acquired skills as well as the development of new skills to foster independence and to improve the quality of life of this population.

(For further ramifications and implications of Chapter 766, See Section E)

I. B. Staff Responsibilities

Each teacher in the DDCC program has a unique style of relating to students as well as his or her own particular theoretical background, teaching strategies and resources to contribute to the individualized program. Nevertheless, each teacher has specific general responsibilities which include utilizing various diagnostic/evaluative tools to determine each student's present level of functioning; designing educational plans; designing and periodically assessing developmental objectives for each student; coordinating staff; regularly communicating with parents; and utilizing community resources to aid in achieving overall program objectives.

Specific staff competencies include:

- . setting a tone of enthusiasm and creating a positive learning environment
- . decoding nonverbal communication to physically enhance student visually, auditorily, tactively and kinesthetically.
- . flexibility in ability to immediately change his or her behavior in response to a wide range of daily demands of the student
- . evaluation of each student's present level of functioning in the appropriate areas of development. (See I.A.)
- . development of an individualized educational plan utilizing developmental objectives, task and data analysis according to prerequisite skills (See Section III)
- . determination of how individual developmental objectives can be integrated with group objectives (See Section II. D.)
- . manipulation of the environment to support the developmental objectives of both individual students and groups of students.
(SEE Section II.A.)

- . planning of a daily schedule to provide a balance between structured and non-structured time periods (See Section 11.B.)
- . presentation of a variety of learning experiences using a variety of teaching techniques
- . consultation with parents to assess developmental objectives and to ensure consistency in programming in the home
- . maintenance of a complete, updated, readily accessible portfolio of each student (see Section B)
- . communication and coordination with other program staff and supervisors to ensure that program standards are maintained.

I. C. Parental Involvement

Parent and Community Role in DDCC Program

Parents are important and active members of the program team, participating in monthly parent meetings, home visits, and the reassessment of developmental objectives. Experience in the day care centers indicate that parental involvement has enhanced the consistency of programming and the progress of individual students in each specific skill area.

Parents have also become increasingly involved in community experience, and participate in mother's, parents', and sibling groups sponsored by local resources. All of this has facilitated parents' ability to cope with the day to day demands of caring for their children.

Community and local universities, too, have made a contribution to the DDCC program, as more and more volunteers and student teachers are becoming part of the staffing and individual DDCC's throughout the state.

Reasons for Involving Parents

Because most of the students in the DDCC's live at home, a major objective of the program is to maintain the ability of the individual student to function daily at his or her maximum potential. The student's progress is therefore necessarily dependent upon a cooperative program between school and home. The educational plan is structured in such a way as to help the student adapt to the home environment, as well as to help parents adapt the home environment to the student's needs.

Such a cooperative educational venture entails certain responsibilities of teachers to parents, and certain parent responsibilities to the program.

Teacher Responsibilities to Parents

Teachers should provide resource material and training for parents on developmental disabilities, and in conjunction with this, help them to assess their own child's abilities. They should work with parents in determining realistic goals for their child, demonstrating in clear, understandable terms special teaching procedures, including behavior modification and task analysis techniques.

Teachers should be available to help parents adapt equipment for use in the home. They should also help parents identify and find community resources. Underlying each of these obligations, however, is the responsibility of teachers to provide parents with continuous support, emotional as well as practical.

Parent Responsibilities to the Program

Parents' obligations to the program, and hence their children, include observing classroom techniques involved in achieving developmental objectives, actively participating in teacher home visits at the beginning, middle and end of the year; following through on the home program; conforming to program regulations; and attending parent meetings.

Methods for Achieving Parental Involvement

To enhance active parent involvement in the total DDCC program, a teacher has a number of options available.

Rapport can be established through parent meetings, home visits, and conferences. Parent meetings can be held on an area or regional basis, with specialists in various fields of Mental Retardation available to help keep parents up to date on current issues and developments in the field.

Parents can participate as volunteers in specifically planned activities. Workshops can be held at the school center, with parents participating in cleaning, painting and building equipment for the center, or in such activities as creative movement, art or photography. Through such cooperative activities, teachers can tap parent abilities and allow them to contribute in a non-threatening way. Other informal social activities can also be held to allow parents to help in program planning.

Developmental objectives should be designed in such a manner that parents can follow through in the home, also allowing for frequent opportunities for feedback.

All work with parents should be conducted at the parents' own level, the teacher being sensitive to the family environment and respecting the parents' concerns and problems.

Parents can also be encouraged to share, among themselves, books, pamphlets, photographs, as well as ideas and concerns.

Finally, when total parental participation is difficult to achieve, teachers have a responsibility to find outside services and resources which can best serve the individual needs of the parents.

I. D. Individualized Educational Plans

Program staff has found that young children and young adults enrolled in the DDCC program have progressed most rapidly when the program is individualized, that is, tailored to the individual.* The focus of program design, therefore, has been directly placed on the needs of each student. Such a philosophy does not necessarily connote a 1:1 teaching strategy; rather, it underscores the need to meet individual objectives of a particular student through both group and individual interaction.

The individualized education plan meets certain criteria, specified below:

- . it is descriptive
- . it is adaptable and can be implemented by various persons in varied settings as defined by the child, home, school
- . the process is ongoing
- . it meets criteria in several areas of development (See I.A.)
- . it recognizes strengths and weaknesses and gaps in development
- . it task analyses, incorporates prerequisite skills and sequential steps to design a program to shape specific skills

* A model for designing of individualized educational plans is found in Section III.

I. E. 766 Students with Special Needs

Under Chapter 766 local school committees are responsible for identifying and evaluating and providing the necessary education and related treatment services for school age students (ages 3-21) with special needs.

Evaluations are the responsibility of a core evaluation team (CET) for each school or school system. A CET will typically include an educator (Special Education), a registered nurse, a certified psychologist, a licensed physician, a certified teacher, a representative of the local school, and a parent and teacher of the child as well as a teaching assistant.

No student may be placed by the Department of Education outside of a local public school facility without the prior written approval of the Department of Education and the agreement of the parent.

The costs for providing or arranging for such special education personnel, materials and equipment, tuition, room and board, transportation, rent, and consulting services under 766 will be reimbursed to the LEA by the state Department of Education for the amount which such costs exceed the average per pupil expenditure for the education of children of comparable age.

Mainstreaming

The primary component of maintenance of effort is the mainstreaming of the student into local school facilities. The Developmental Day Care population should be located in a self-contained classroom. Partial integration can take place for the group in such activities as music, art, recreation, and lunchroom. Individual students can further be integrated in other activities with normal students.

Normalization can best be achieved if the program is year round. An educational setting will be provided during the school year, and a recreational program will be provided during the summer months with an emphasis on motor coordination skills.

With this change in Developmental Day Care programming under Chapter 766 will come continued advances for the severely retarded special needs student.

I. F. Department of Mental Health

Principles for Students Designed by Developmental Services Staff

The ultimate aim of the educational experience shall be to foster those behaviors that maximize the human qualities of the student, increase the complexity of his behavior, and enhance his ability to interact effectively with his peers, family, and environment. The educational experience begins at birth and continues throughout life.

Each student has:

1. The right to continuing assessment and developmental evaluation.
2. The right to an individualized educational plan based on this assessment and evaluation.
3. The right to experience social interaction with both children and adults.
4. The right to an opportunity to make choices and decisions and to take appropriate risks.
5. The right to function within the normal rhythms of one's day, with time for experiencing, stimulation, rest and relaxation.
6. The right to participate in all types of social, aesthetic, emotional and creative experiences.
7. The right to use those community resources appropriate to students of his age and/or ability.
8. The right to share experiences in school and in the community with parents and siblings.
9. The right to experience different environments, both indoors and outdoors.
10. The right to a responsive environment which encourages independence and growth.

Services defined as deliberate attempts to facilitate the intellectual, sensori-motor, and affective development of the individual shall be available to students of all ages and developmental levels.

1. The program for each student shall focus upon serving his individual needs. It shall be based on comprehensive and on-going developmental evaluation.

The program shall provide for:

consideration of the student's particular interests, skills, developmental level, and cultural values.

individual planning based on specific goals, designed to meet each student's needs.

2. Every student shall receive appreciable and appropriate adult attention during the day.

3. Students should be given frequent opportunities to make choices during the day, commensurate with their interests and abilities, in order to enhance feelings of self-respect and develop skills for independent living.

4. Each student shall have sequenced programs designed to increase his independence and skill in the areas of:

- self-help
- communication
- mobility
- participation in group, neighborhood recreation
- emotional and social development
- cognitive development

5. Opportunities for physical education, health education, music education and art education should be available.
6. Programs will include opportunities for the stimulation and satisfaction of natural curiosity.

7. Each student, ambulatory and non-ambulatory, shall be provided with a program of activities that:

- promotes physical and mental health;
- promotes optimal sensori-motor, cognitive, affective and social development,
- encourages movement from dependent to independent functioning;
- provides for enjoyable use of leisure time;
- prepares him to participate in activities in community facilities including public transportation, restaurants, and recreation facilities

8. Activities available to the students should include:

- excursions and outings into the community;
- outdoor experiences including hiking and picnicking;
- aquatics including water play and swimming;
- individual and group participation in music, dance, drama and art;
- library services, looking at books, listening to records and tapes, viewing slides and films;
- winter activities including snow play.

9. Students with developmental disabilities should be integrated to the greatest extent with the general population. To do this, generic and specialized community resources should be used extensively, and learning activities in the classroom shall be coordinated with programs in the community.

10. The rhythm of life in the classroom shall resemble the cultural norm for non-retarded students of the same age.

11. All students shall have time spent out-of-doors on a year-round basis.

12. The physical environment shall be clearly organized in such a way as to support independence and growth of the students in all areas of development

(cognitive, emotional, physical, social). It shall include:

- elements which can be manipulated and changed by the students and teachers;
- quiet, private places to which students can withdraw from the larger group for quiet activities;
- identifiable areas for each student to keep his personal belongings and display his work.

II. EDUCATIONAL MODEL

II. EDUCATIONAL MODEL

The philosophy and historical components as well as the future direction of Developmental Day Care classes have been elaborated upon in the previous section. Now we are ready to suggest methods of implementation.

The following sections provide the teacher with a model from which to begin developing the program. These sections have been incorporated as a guide for the practical application of the environment and principles of behavior management to enhance the individual growth of the student. Also, the sections on Daily Scheduling, Record Keeping, and Methods of Evaluation are included with samples and methods of teacher application.

Teachers are encouraged to incorporate those suggestions which are most applicable to their own programs, and to expand upon them.

II. A. Environment

An environment is defined as a) a surrounding or being surrounded; b) surroundings; or c) all the conditions etc , surrounding and effecting the development of an organism.

In this section criteria and conditions conducive to a learning environment will be detailed, "What is Important". Ways to make the PLACE - the architecture and the arrangement of props in the classroom - FIT the PROGRAM and the PEOPLE it houses, will be considered. The question of "Why It's Important" will be addressed; and suggestions on " How to Design the Environment" included.

What is Important

While classrooms must meet health and safety regulations, there are certain criteria that Developmental Day Care teachers have found particularly conducive to a good learning environment. The following conditions are important to a pleasant, comfortable, and personalized environment for students:

- . the classroom should have windows which are large enough for students to look out at the "world outside"
- . the classroom should have sufficient lighting
- . there should be adequate space for both gross motor and fine motor activities
- . bathroom facilities should be in close proximity to the classroom
- . playground facilities should be convenient to the building
- . the classroom should be kept clean, orderly, and free of unpleasant odors.

- . It should be decorated pleasantly and should include student's work and personalized touches when appropriate, i.e. names, special equipment, etc.
- . lockers or cubbies should be located outside of the classroom if space is available for them

Why It's Important

The environment influences how a student and teacher behave, think and respond. It supports the staff in designing, implementing and accomplishing the educational plan for each student. By enhancing his choice in the number and quality of interactions and tasks, the skills required for normalization, independence and mobility can be more easily mastered.

The learning environment includes 4 major elements:

- | | |
|-------------|-----------------------------------|
| 1. PEOPLE | students and staff |
| 2. PROGRAMS | goals, objectives, activities |
| 3. PROPS | toys, art supplies, equipment |
| 4. PLACE | building, classroom, walls, floor |

The concept of FIT describes how well each element (PEOPLE, PROGRAM, PROPS, and PLACE) complements the other three. A learning environment is successful when all four elements support and enhance each other in achieving the goals and objectives for each student, this is called FIT.

The environment, thus can contain a built-in mechanism for interaction or "feedback". Properly arranged, the place will reinforce learning behaviors such as exploring, initiating, and trial & error. Correspondingly the environment may inhibit

inappropriate behaviors, i.e. self-stimulatory and stereotyped behaviors, such as head banging, rocking, spinning, and meaningless vocalizations.

The arrangement of furnishings in the classroom can clearly tell students what to do and what not to do. The teacher, then, can spend more time teaching; and less time intervening, and in this way, the environment encourages independence.

The classroom can be an "affirming" environment. It can be arranged to make students feel comfortable, and safe while challenging them to explore, to test, and to learn. Each student can feel accomplished, without being bored. They can explore and take risks, without fear of failing or getting hurt. The environment should RESPOND to what the student can do and encourage the next step in learning a specific skill. When this is accomplished, the teacher reassesses the arrangement & modifies the environment to facilitate learning a new skill.

How to Design the Environment

The teacher must task-analyze the environment using the same strategy as he or she uses in task-analyzing any developmental objective.

The activity and space must be considered concurrently. If they are to promote learning, they must enhance one another. The place is the tool serving the needs of each student.

After writing the individualized educational plan, the teacher must plan spaces to support the implementation of specific objectives for an individual student or clusters of students. The environment must also support the humanizing qualities, holistic approaches, peer group interactions, warmth, choice, self-initiation, self-management, independence and mobility.

We perceive our environment through our senses and our movement. As the student is encouraged to touch, to see, to smell, to hear, and to move his ability to learn is enhanced. In Designing for the Handicapped the value of using colors, textures, patterns and orientation in space is brought out.

It has been found that environments which include brightly colored materials, sand and water tables, bright colored texture boards, mobiles, carpets, mirrors, gongs, drums, wind and chimes, etc aid the student to develop sensory-motor skills.

The space can be divided with brightly colored materials and cardboard partitions and Framingham tubes. Each unit and zone then identifies the use of that space. For example, gross motor activities, auditory stimulation, table top activities, rest, eating and small spaces for just one student.

(See Appendix for Plotting Classroom Design by Linda Stein and Centers to Visit for helpful Ideas on Classroom Design by Katie Ahearn pgs. 105, 113)

II. D. Daily Scheduling

Introduction

After assessments, setting target goals, and grouping of students based on similar goals have been completed (objectives & task analysis designed) the teacher must design a daily schedule. There should be two schedules. One should be a general breakdown of time periods to meet program goals. A second schedule should detail individual goals. This schedule should include under each student's name the target goals set for that student.

In order to make these schedules the teacher must first analyze the needs of the student, the space, the staff constraints, and the program goals and then on the basis of that analysis change the order of the schedule. Below are considerations for this analysis and some guidelines for ordering individualized daily schedules:

Analysis of Needs, Constraints, and Goals

Daily Schedules should be based on the following considerations:

Who: which student or students are being worked with individually or in a group and with which staff person

Why: to identify similar target goals to be worked on by a student or group of students. Target goals are broken down into objectives.

What: Identification of a set of tasks, (materials) to be used for each individual student. Tasks are broken down into smaller steps to be taught sequentially to meet the target goal.

When: Structured periods throughout the day on which to work on target goals (developmental objectives). These must be exact time periods daily.

Where: Space, the area in which the student's activities are going to occur up to the boundaries of walls, floors, etc. The teacher should analyze potential impact of the following :

- . seating arrangement
- . lighting
- . distractions, visual and auditory
- . materials

Guidelines

Two schedules are required. One schedule is needed for an overall view of time periods to divide up a 6 hour day. The other, for a schedule of times, objectives, tasks and grouping for each individual student and staff member.

1. Schedules should be responsive to student's or group of student's objectives and not to fit the student into the pre-existing schedule.
2. Time periods should be determined by individual goals.
3. Time period, determined as an optimal amount of time in which a student can attend and perform should be reduced slightly to ensure that the session end with a successful performance by student.
4. Target goals should be analyzed to determine an optimal balance of activities within the framework of the day.

5. Developmental objectives should be incorporated into daily routine activities. For example: work on taking off and putting on his coat, hat and mittens at arrival and departure time. To work on pulling pants off and putting pants on around a student's designated toileting schedule. Feeding skills can be worked on by serving breakfast, snack and lunch in school. Communication skills such as signing, gesturing, oral language or babbling as a language feed in can be incorporated into most activities. In other words, schedule activities when they normally occur rather than creating artificial time periods.

6. Consider the development of short time periods dispersed throughout the day to test a student's ability to generalize skill performance from a structural work period to random time intervals during the day.

7. The space and the materials should articulate to the students the appropriate use or uses of a particular area.

(See Environment Section II. A.)

Sample Schedule

An example of a six hour day can be:

9:00	Arrival
9:15 - 9:30	Circle Time - Socialization Activity
9:30 - 10:30	Cognitive Development / Individual Time
10:30 - 11:00	Snack / Specialized eating skill attention
11:00 - 12:00	Theme Activities
12:00 - 1:00	Lunch
	Self-care prior to eating
	Preparation of lunch and lunch area
	Eating and drinking skills
	Clean up of lunch area
1:00 - 2:00	Nap / Quiet Time
2:00 - 2:30	Theme Activities
2:30 - 2:45	Clean up
	Preparation for Home
2:45 - 3:00	Home

An Example of One Student's Target Goals:

1. Gross Motor: student must learn to manipulate walker independently for 10 laps in the hallway
2. Fine Motor/Cognition: Student must fill container with 10 blocks with verbal command given at beginning of task
3. Self-help: student must scoop independently upon verbal command 4 or 5 times for feeding

In analyzing example 3 the teacher may decide that eating independently with a spoon is a top priority goal which can be achieved by introducing mini-meals throughout the day. First breakfast may be given to teach this skill. One or two students who may also require this skill could be seated at the table in the eating area. Also snack and lunchtime should be used to foster this goal. This procedure should continue with the formation of small groups.

II. C. Record Keeping

Record Keeping is essential to effective educational programs. It provides the ground work with which teachers map out educational plans. Only through record keeping can a teacher accurately answer the questions "Where are we?". "Where have we been?", and "Where are we going?".

Record keeping takes the guesswork out of educational planning. It allows the teacher to know in fact whether a student's behavior is progressing, regressing, or maintaining. This specific information tells teachers whether they are doing the "right" thing, the "wrong" thing, or nothing.

An added advantage to record keeping is that when educational plans fail the onus is placed not on the student, not on the teacher, but on the plan itself. The student isn't too "dumb". Nor is the teacher a "bad" teacher. The plan was a bad strategy and must be revised, replaced, or scrapped.

Data and specific strategies generated by record keeping are useful for several reasons:

1. data helps teachers accurately define and specify behaviors.
2. data indicates whether the program is working or not.
3. data is the basis for determining whether a program is to be altered or stopped.
4. specific information helps parents more rapidly learn new techniques with their children.

5. specific information is necessary for volunteers to work with students.
6. both accumulated and summarized data are necessary for program accountability and planning.

Thus effective record keeping benefits both the student and teacher. The student has the possibility to progress more rapidly because educational plans are monitored on an on-going basis. Because the student progresses more rapidly, the teacher is rewarded more often; the teacher's own ability to plan becomes observable and measurable.

Baseline Data

Data must be collected before beginning a behavior management program (see page 30). This pre-test information defines a "baseline" from which the student will move. Baseline data is necessary to give meaning to data collected later on. This record keeping "maps" answers to the question "Where have we been?" When collecting baseline data the following guidelines should be followed:

1. define the behavior to be worked on
2. take a baseline for at least a week
3. when taking baseline data, do not do anything different in response to behavior

Record Techniques

There are a number of recording techniques which can be used as a part of record keeping. In all training situations the teacher is interested in antecedent----behaviors---consequences; and must determine which recording technique will best measure these. The teacher must balance the type of data desired against the staff

time and equipment resources to determine which method to use. R. Vance Hall in Managing Behavior describes a number of recording methods which might be useful to the teacher. He includes anecdotal records, frequency recording, duration recording, interval recording and time sampling.

Below are listed the advantages and disadvantages of these methods:

1. Automatic Recording -- This is a precise method using mechanical and electrical devices such as tape recorders, and video-tape recorders. This method is usually impractical in the classroom because of expense and staff time required in administration and analysis of data.
2. Anecdotal Records -- This method takes much staff time as the observer must write down everything as it actually happens. It does provide a means of recording many types of behavior.
3. Frequency recording- The observer records how many times a behavior occurs within a given time frame. This method provides a numerical output.
4. Duration Recording -- This method is used to determine how long a particular observational period can be recorded. The teacher uses clocks and stop watches. This method is similar to frequency recording in that it also gives a numerical output.
5. Interval Recording -- The observer checks whether or not a behavior occurs during equally divided intervals. This method indicates the frequency and duration of the behavior observed. It requires that the observer devote his undivided attention to the task.

6. Time Sampling -- This technique is similar to interval sampling; however, once the interval is selected, the observer records immediately whether or not the behavior is occurring. By "sampling" the behavior at discrete time intervals, the teacher can arrive at a measure of how prevalent the behavior is without constant, direct attention required in interval recording.

Length of Recording Period

When collecting data for record keeping it is often difficult to determine how long a period of time a behavior should be observed. Although a full day's record of a behavioral occurrence might be desired, it is often not feasible to devote the staff time and effort to such a task. The teacher must balance the type and completeness of information required against staff time and resources. It is desirable that data collecting be done in a simple, uncomplicated quick way with a minimum of equipment.

Some behaviors occur only at specific times or in specific settings, for these the recording period is obvious. Most other behaviors however, occur at various times of the day. For these, in order to determine the length of a recording period or periods the following guidelines might be followed:

1. Select a time (usually 15 to 30 minutes long) that the behavior is most likely to occur and record only during that period.
2. Whenever possible, observe during the same time period or periods each day.

3. be consistent in measuring procedures and setting
4. to obtain a representative sample record for at least 5 days
5. if a behavior occurs more often than once in 15 minutes, record only at specified times. If it occurs less frequently, record every time it occurs throughout the day.

Understanding the Result

Once a teacher has completed a pre-test or baseline and then later, once a plan has been implemented and data has been recorded again (post-test), she will need to understand or analyze the raw data. The raw data itself is rarely of any value; it needs to be distilled and summarized before patterns of success or failure emerge. This is most often done numerically and graphically. For most classroom work, numerical interpretation of data need not become any more complex than simple sums, averages, ratios, or percentages. Graphs of this data can also be constructed to provide a visual interpretation of changes which are helpful to teachers, their assistants, and parents. (Resources are cited in the Bibliography).

II. D. Behavior Management

Behavior Management is a strategy based on changing behavior that is observable and measurable. It is a strategy for change which is not concerned with diagnostic labels and standardized test scores. The strategy of behavior management is based on close study of how people learn. Researchers have found that in order to change behavior, it is necessary first to specify the behavior to be changed. There are two choices: to increase the occurrence of a behavior or to decrease and/or eliminate it. It has been found that " people behave as they do because of the effect it has on their environment." Behaviors that pay off tend to be repeated; behaviors that do not pay off tend not to recur.

Reinforcement

Reinforcement is any purposeful or non-purposeful consequence of a behavior which alters the frequency of a behavior. It can increase that behavior (positive reinforcer) or decrease that behavior (negative reinforcer). A reinforcing consequence can be planned or accidental.



An examination of what happens before a behavior occurs (antecedent) and what happens after the behavior occurs (consequence) indicates which are reinforcing to the student to change a specified behavior.

When reinforcing a conscious plan to change behavior it is important to consider the schedule of reinforcing. A reinforcement can be scheduled on either a fixed interval or time period; or it can be scheduled intermittently

- a. Fixed interval reinforcing is a reinforcement which occurs consistently. This reinforcement schedule is most effective in teaching tasks, specifically when the reinforcement immediately follows the behavior.
- b. Intermittent schedules of reinforcement do not always reinforce after a behavior occurs. The reinforcement is not a consistent consequent of a specific behavior. Therefore, learning takes place at a much slower rate using this kind of interval reinforcement. This kind of reinforcing is most effective when the student has already learned a specific behavior. Once the behavior is learned and a part of the student's repertoire of behavior, it is not always necessary to reward him. He will just "naturally" perform the specified behaviors whether or not they "pay off" every time.

Positive Reinforcement

The frequency of a behavior is increased if it is followed by a positive reinforcement. A pay off, positive reinforcement, or reward refers to anything a student responds to and will work for. Below is a list of a number of different types of positive reinforcers. It is necessary, in the classroom to discover which of these work for each student.

- . Social (attention, praise, touch, eye contact, participation in a group)
- . Tangible (food, drink, toys)
- . Activities (bowling, playing outside, free time, trips, special privileges)
- . Symbolic (stars, merit badges, signatures, tokens)

- . Intrinsic (self-satisfaction)
- . Avoidance of punishment

Negative Reinforcement

Negative reinforcement, which includes aversive stimuli and sometimes punishment, refers to anything that decreases or eliminates the occurrence of a particular behavior. Below is a list of different types of negative reinforcers:

- . Social (scold, frown, glare, ignoring, group-pressure)
- . Tangible (withdrawing food, drink, toys, play time, desirable activities)
- . Activities (rewarding activities which compete with undesirable behavior)
- . Symbolic (loss of stars, tokens, etc.)
- . Intrinsic (shame, guilt)
- . Punishment (slap, verbal reproach)
- . Time Out (moving from the group)

Principles of Effective Reinforcing Procedures

1. Give reinforcement, reward, immediately after the behavior occurs. To make this reinforcement immediate, bridge the "time gap" with praise or a hug, for example, before getting the tangible reward to the student, use a type of reinforcer that can be delivered easily and immediately.
2. Be consistent. Consistency in giving rewards is important to maintain if a student is told he must do x to obtain y, then all staff must support this agreement.

3. Examine all contingencies: The reward is given based on a specific behavior. The student knows ahead of time what the arrangement is so that he knows exactly what is expected of him or her to receive the reward. Also, there should be a consideration of activities, privileges which are given away free in the classroom:

- . Do all students who want a snack, have to "earn" a snack by signing or speaking in some capacity, or by good waiting, good sitting at the table, passing out napkins, etc.

- . Is going home just given away free?

It's an excellent time to work on dressing skills in a highly motivating time

- . Are art activities given away free? Students should pass out supplies, put on smocks, etc.

- . Is cooking time given away free? It should be contingent on clean hands etc.

4. Move gradually to Social Rewards. Rewards should be given warmly, genuinely, paired with praise, hugs, applause, etc. with the goal being that the student will eventually choose more social rewards. Teacher approval or whole group applause can be as strong as the reward of food.

Contingency Contracting

When teaching a new skill, an expectation must be communicated to the student so that he or she can determine a reason to cease a behavior which is very stimulating and learn a new behavior to substitute for the old behavior. By setting up a contract in which the student clearly understands the relationship that by completing x behavior, y will happen (result), the student will be

motivated to learn (progress). "When someone is required to do something to get a reinforcement, this requirement is called a reinforcement contingency" (Watson, p.25)

Examples of Reinforcement Contingencies or Contingency Contracts.

If you bring your chair to the table you can have a snack.

Behavior: bringing the chair to the table.

Reinforcement: snack

If you put the block in the box, you may go out to play.

Behavior: put the block in the box

Reinforcement: going out to play

If you do your time sheet you may get your pay check.

Behavior: do your time sheet

Reinforcement: getting your pay check

By deciding reinforcement before behavior occurs, the student is given a choice:

"Do you want to have a snack?" "Then take your chair to the table."

By setting up contingencies or requirements, the reinforcement follows the behavior as a consequence or result of the desired behavior and thus the student is rewarded.

Teaching Complex Behaviors

There are a number of special methods which are effective in teaching complex behaviors. These methods should be utilized in conjunction with contingency reinforcement.

Shaping:

Shaping is a series of techniques designed to develop a series of simple, related skills into a more complex skill (chaining). In shaping, it is often helpful to break down the terminal goal into smaller steps (successive approximation) or to connect each step in reverse (backward chaining). With each technique involved in shaping the objective a whole new more complex skill is taught.

"In general, the more the behavior can be broken down into all its simple steps, the greater the chance will be that the student will learn the desired behavior."

pg. 53 Watson

Steps involved in shaping basic skills:

- . get acquainted with the student
- . determine the reinforcement preferences of the student
- . shape his attention
- . encourage the student to follow simple instructions
- . determine the student's level of functioning
- . shape individual steps of the behavior to be learned, using successive approximation
- . shape more complex sequences of behavior using chaining

Chaining:

In chaining first teach each skill individually and then connect a series of component steps into a continuous sequence. In this way complex behavioral sequences are taught. For example:

Drink from a cup

Steps:

- . reach for a cup
- . hold the cup
- . reach for and hold the cup
- . bring the cup to his mouth
- . reach for and hold and bring the cup to mouth
- . tip the cup and drink
- . reach for and hold and bring to mouth and tip and drink
from the cup
- . drink without spilling
- . reach for and hold and bring to mouth and tip and drink
without spilling
- . finish the drink
- . then reach for, hold, bring to her mouth, tip drink
and finish without spilling from the cup
- . then replace the cup
- . then reach for, hold, bring to her mouth, tip, drink
and finish liquid without spilling and then replace the cup on table

The following summary of terms adapted from Behavior Modification terms as detailed by John T. Neisworth and Robert M. Smith in Modifying Retarded Behavior might be helpful:

Teaching Complex Behaviors:

1. Events (consequences) that occur during and immediately after a behavior change the future direction and strength of the behavior.

2. Consequences of behavior may be classified into several types, depending on their impact on the trend of that behavior.

Positive Reinforcers are events that follow behavior and serve to increase the frequency, duration, or intensity of the behavior.

Negative reinforcers are aversive events which, when removed, following behavior, will serve to strengthen that behavior on subsequent occasions.

Punishers are aversive events which, when applied following a behavior, serve to weaken or suppress that behavior.

Extinction refers to the removal of positive reinforcement following a behavior that results in the eventual weakening of that behavior.

3. Major differences in the schedule of reinforcement for a behavior cause differences in the strength and durability of a behavior. Behaviors are most quickly built with generous ratio schedules; behavioral persistence is accomplished through the use of variable schedules.

4. Behavior that is reinforced in the presence of particular stimulus will subsequently occur more frequently when these stimuli are present. When stimuli have the property of cueing specific behaviors, they are termed discriminative stimuli and the behavior is said to be under stimulus control.

5. A behavior that is reliably emitted to one cue may also be emitted in the presence of the other similar (unlearned) cues; this constitutes generalization.

6. Most performances are complex chains of behavior where each behavior unit acts as a cue for the following unit and a reinforcer for the preceding one.

7. Chains of behavior sequences are best taught in reverse order.

8. The events immediately following a behavior influence the behavior even though these events may not have been actually produced by the behavior. Such automaticity accounts for the accidental development of behavior.

9. Generalized as opposed to specific reinforcers have the broader influence on behavior and offer a powerful source for planned behavior change in the classroom.

Charting and Recording Data

It is necessary in using behavior management techniques to evaluate by charting and to record the data on behavior. This allows for:

- . a determination of experimental variable causing change
- . reinforcement for teacher if graph is reaching towards an objective
- . a demonstrated need for alteration if the graph is not reaching towards an objective
- . accountability and shared evaluation.

Shared evaluation: note a student's progress from initial level behavior to attainment of target goal. It should be periodically and reliably measured. It insures effectiveness of teaching and learning procedures. (See Section II. D.)

Protection of Rights

Behavior management is a method of organizing, specifying and systematizing teaching skills for students. Often in multi-handicapped, severely developmentally disabled students, natural curiosity, generalization and incidental learning are not consistently employed.

Giving reinforcers can be a mechanistic dehumanizing process if reinforcers are not given with warmth, praise, and enthusiasm. Teachers can be as creative in their methods as they desire and not sacrifice values and still utilize behavior management techniques. The methods and materials selected by the student and teacher may be very diverse among teachers. The fact that learning a skill is reinforced and that reinforcement is meaningful to the particular students are methods of behavior management.

II. E. Other Teacher Strategies

A teacher can also approach target behaviors through teaching strategies which utilize art, movement and music. A general response to art activities is that they are inappropriate because they do not serve an educational function. Contrary to this belief, art activities can be very appropriate when they are a functional component of program design, particularly when they are task analyzed to meet individual goals. Educational activities in these strategies can be fun as well as instructive for both students and staff. These activities can be an effective, easy way to involve parents and other community people in the programs.

Arts

Art is appropriate and useful for any population of students when emphasis is placed on the process, not on the end product of the activity involved. Too often art projects are not attempted with students with severe special needs because of the following misconceptions:

- . It is considered to be supercreative and therefore, above the level of this population.
- . It is thought that an art activity must involve the whole class instead of individuals or small clusters
- . When emphasis is placed on the end product rather than on the process or learning involved, a severely retarded student's work judged indiscriminately of his abilities may not appear creative. Despite the end product, art serves multi-purposes for the severe special needs student.

When process is emphasized, art activities are another means to reach the student's behavioral objectives. Below is an explanation of a developmental sequence with which the teacher should be familiar in the selection of art activities:

- . The student initially uses his or her body to experience and to learn
- . He then progresses from the use of objects as extensions of the body to the use of tools.
- . He combines processes to carry out complex operations. For example, a student can make a collage only after he masters the separate processes of cutting and pasting.
- . Finally, he can plan future activities based on memories or mental images of past experiences.

Art activities should be selected for individual students based on an assessment of the student's present level of functioning in any given skill area. The content of the activity is determined by the objectives set for the individual students. For example, at an early developmental level, an activity such as weaving might be selected for a student whose eye-hand coordination and fine motor skills need developing. The teacher can have one student weave a long piece of fabric through the arms of another student. This activity implements the target goals of conceptualization, eye-hand coordination and socialization. A more developmentally advanced activity would be printing with a sponge or cut potato, or pressing objects into styrofoam. Both of these activities which target up and down motions of the hands as well as eye-hand coordination demand finer skills

from the student than the above weaving activity. Activities chosen to meet specific goals must take into consideration the clustering of students, the materials available, the duration of a particular time block, possibilities of a given physical space and the interests of the students. Either the student or the teacher can select an activity. A good way to present an activity is to allow the students to interact with the materials in a nondirected way while the teacher observes. This gives the teacher an idea of the student's entry level and interest in the activity. With this method the student should be encouraged to experiment with and explore objects of differing shapes, sizes, textures and colors. After the teacher has observed the students and the students have experimented with materials in varying nondirected ways the teacher can plan activities directed at enhancing the individual's skills and interests. She can also plan to teach those skills with which the individual students may be having difficulty.

Open Classroom

The open classroom concept has been used in Developmental Day Care Centers to encourage the students to better utilize free time. Many students, if left to themselves, will not initiate play activities, but will rather engage in acting-out behaviors, self-stimulatory behaviors, or sit unoccupied. Since one of the major problems of the severe special needs student is meaningful utilization of free time, the teacher's primary objective is motivating the student towards self-initiated play with toys, learning materials, or household objects. The teacher encourages the student to make his or her own choice. This can be done by praising the student when he is actively at play, by verbal encouragement to try new materials, and by direction when necessary. The program thereby becomes student-oriented rather than adult-oriented. Instead of initiating and

introducing a specific activity, the teacher guides, directs and reinforces the activities the student has already begun.

Excellent homemade toys can be created by the teacher for such purposes.

The criteria for selection of these toys are:

- . They should match the developmental objectives designed for the student
- . They should be physically attractive to the student. This may be different from what is attractive to an adult.
- . They should be easily accessible.
- . They should be safe and durable.

The physical environment should support the program goal of self-initiated activities. For example, it is important for the environment to provide a choice of spaces. These spaces should articulate the number of students, the type of activity and the kinds of materials used. The open classroom emphasized how free time can carry into the home setting. When there is a close interaction between the teacher and the parent which takes into account the free time needs and limitations of the student the program will have an important impact on the home environment. The teacher should also involve the parents in developing toys and materials which stimulate self-initiated activities for the student. This type of parental involvement can be an interesting way of furthering parent and child interaction.

Creative Movement

Creative movement differs from physical therapy. Physical therapy must be medically prescribed and consists of highly structured exercises. On the other hand, movement is unstructured and fluid. It is used to aid the student in the development of non-verbal communication and the release of body tensions. Through this approach the teacher and the student interact with each other in a manner which results in increased communication between them. The teacher accomplishes this by focusing on the student's movements.

Besides having difficulty with communication, the severe special needs student usually has difficulty in achieving a smooth, integrated flow of the body. The student tends to move in a poorly coordinated, inefficient manner. For some of these students, poor muscular control is a result of excessive muscular tension. With the use of creative movement, the teacher can realize the objectives of improvement of body image, body control and relaxation as well as integration of body parts. Body image can be better developed when a student has ample opportunity and activities which encourage him to explore the use of his body in space and new ways of moving his body parts. The teacher can also redirect inappropriate and self-stimulatory behavior by encouraging such activities as marking time to music, motor activities with beach balls, ropes, water beds and assorted fabric.

Even though creative movement appears to be unstructured the teacher has an important role in helping the student to free his body so that he can become an active participant in creative movement activities. Often in the beginning of introducing materials and activities to the student he does not respond. The student must be inspired to respond to these materials and taught how to use them before he can use his knowledge to develop his own creative movements

Curriculum Outline for Creative Movement

1. Description of Creative Movement and its Aims

Creative Movement is used in three ways:

- a. communication
- b. diagnostically
- c. therapeutically

A. Communication - The process of creative movement is not dependent on verbal means of communication

- 1. sign language
- 2. body language
- 3. kinetic transfer

B. Diagnostically- From the way a person holds himself and moves, an indication of how to proceed in working with him/her can be derived. (not used to diagnose the specific illness)

C. Therapeutically - Creative Movement attempts to bring an individual up from his present level to one higher to achieve a child's potential.

II. Rhythm and Music

A. Rhythm can serve as an important link for communication with the student

- 1. All of life has a pulse i.e. heartbeat = rhythm.
- 2. A pulse can often prove the necessary factor in making contact with the student.

B. Music

- 1. Music contains rhythm and is also an external element.
it stimulates movement, directs impulses, helps a person's movement to flow.

2. For some children it is easier to focus on an external element that can help to bring a group together.

3. Examples of using music as an advantage.

a. trying it in their good time.

b. using it as a tool to facilitate the therapeutic aspects of dance.

III. Material - anything can be material for dance, from abstract ideas to concrete objects.

A. Materials should be used to enhance the objectives or aim for the session. These can be environmental, toys, food, recycled material, ---anything.

1. As mentioned in the section about objectives materials can be used a) for their own sake or b) as a tool for an objective.

a. blowing bubbles can be used to stimulate movement by their shape, color, texture and novelty. A student can be stimulated to move out of a static position into movement by reaching to touch them for instance. From there the therapist or teacher picks up from this cue and encourages the student by suggestions.

b. the teacher could choose to use bubbles in order to get the student to reach upward for example, especially if he never stretches his arms and legs. Bubbles could be used to draw a group together, by providing a common focus.

2. Materials can be used to draw a child to his/her environment
 - a. the classroom
 - b. outdoors
 - c. the home
 - d. combination and isolating elements
3. Materials can be used to illustrate qualities, such as with popular types of recycled materials, e.g. foam, plastic shapes, rubber, plastics, mylar, etc.
 - a. foam-texture, manipulable shape, softness
 - b. plastic- non-manipulative shape, texture, sound, color and movement possibilities.
 - c. rubber-resilient, manipulative, movement poss. (bounce)
 - d. plastic sheets-sound, flow of shape. (mylar)
 - e. etc.
4. Conventional toys and educational objects such as "educational" toys work well under certain conditions.
 - a. Toys, such as are used in the classroom lessons can be used to illustrate ideas used in lessons, e.g. shapes. A person can make shapes with his hands, his body, tracing the shape in movement on the floor, making a shape with more than one person.

IV. Aims

A. The teacher should consciously decide the object of his/her session beforehand even if it is to decide to have no object or to move for movement's sake. Objectives include: physical, conceptual, perceptual motor, and psychological/emotional and combinations of these.

1. physical - example - i.e. stretching, walking, jumping, throwing etc. A student's potential for the other aspects of living is curtailed if he/she cannot make use of his/her body.
2. conceptual - example - providing experience stepladder for abstract thinking.
3. emotional - example - happiness, sadness, anger, aggression

B. Suggestions

1. draw ideas from daily classroom work
2. extend ideas started in circle
3. etc.

V. Instructional Approaches

- A. Manner and Style of teachers
- B. Voice qualities
- C. Length of session
- D. Type of room

Dance

Dance, when taught to the student as a means of bringing him from his present level of functioning to a higher level, directly correlates with the amount of integration between the body and mind, and is developmentally beneficial to the student. Dance does not depend on verbal means of communication and is applicable to every level of functioning.

Through dance games and improvisational-creative dance, the teacher discovers a student's functioning level and works with his/her weaknesses. This is effected by using materials, especially for students who need help with elementary body awareness, as well as music in an effort to stimulate the student into movement. For those who are capable of abstract thinking, ideas alone can serve as stimulus. Behavior patterns, such as aggressiveness can be a focal point for the teacher to work on. Through every means the teacher can find available to him, from materials and media to abstract thought, the student is encouraged to move and in doing so learn about himself and his environment.

Music Therapy

Music therapy, in actuality, is best facilitated by a trained therapist. There are a number of ways in which teachers can use music to enhance educational programs, in addition to those used by the trained music therapist. The primary goals of music are vocal and verbal stimulation and the secondary goal is emotional release.

Some students who do not respond well to language will respond positively to music. Music can be an additional stimulus towards selected target behaviors for these students. For example, songs can be used to reinforce such activities as putting on shoes.

Classroom objectives for the classroom teacher in teaching music are to motivate students to initiate sounds, to release energy which might otherwise manifest itself in negative behaviors, to relax and stimulate body functions and to expand appropriate language expression.

Piano, auto harp, records, rhythm instruments, and household objects can be used to create the music program in the classroom.

Recreation

Knowing how to appropriately use free time is important for all students, but extremely important to the developmentally delayed student. Most students learn to make use of leisure time on their own, the developmentally delayed student must be taught. He needs direction and concrete planning to participate in activities that come naturally to others. Programs designed for teaching recreational activities to the developmental day care student should stress physical and intellectual development. This can be done through a variety of sports and games. It should be noted that recreation time is a particularly good time to integrate developmental day care students with other students; thus encouraging the process of normalization.

Recreational activities should serve the following purposes:

- . to improve physical coordination
- . to encourage social interaction and give the student a positive feeling about being a member of a group
- . to provide enjoyment
- . to increase the student's mental and physical health

Below are listed some possible activities:

- . swimming
- . walking or hiking
- . obstacle courses
- . simple games

II. F. Program and Staff Evaluation

A final facet of the Developmental Day Care Educational Model is periodic and on going assessment of program effectiveness and of staff competencies. As mentioned earlier, a comprehensive, developmental program for students with special needs is one in which the total design helps the student acquire the basic skills to maximize development and social participation, while assuring that the quality of the experience is satisfying, meaningful and conducive to future learning. The ability of a program and its staff to meet these criteria must be assessed regularly.

While provisions have been made for these types of assessments to be completed by outside groups, Developmental Day Care supervisors and their teachers must develop their own evaluation procedures and schedules as well. Because the number of program areas under scrutiny is so broad and because there is such a wide variation between Developmental Day Care Programs, staff and students, specific evaluation techniques and procedures are not discussed in this section. Instead guidelines and issues of program and staff evaluation, as well as specific techniques and procedures are discussed throughout this manual in each relevant area. Additionally, the reader is advised to collect evaluation models which have been produced both on a local and central-office level, and select those which are most appropriate and which yield greatest benefit.

A number of tools developed at the state and local level, have been utilized to assess strengths and weaknesses within a program. A total evaluation package should include measures to evaluate competencies of individual staff members which include both the quality of interaction with students and between

co-workers plus practical issues such as the schedule of the teaching day and the suitability of these activities in meeting student needs.

The reader is also encouraged to examine various treatises of the process of evaluating teaching activities. Among these is Robert Goldhammer's eminently readable Clinical Supervision. In this work, Goldhammer outlines a comprehensive five stage prototype for evaluation and supervision of teaching quality: preobservation conference; observation; analysis and strategy; supervision conference; and post-conference (or post-mortem) analysis. The need for such a complete evaluation of staff competencies cannot be overstated. Finally, the reader will find helpful a very thorough summary of teacher competencies which have been included in this manual. (See "Teacher Competencies" in Appendix)
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III. INDIVIDUALIZED EDUCATIONAL PLANS

III. INDIVIDUALIZED EDUCATIONAL PLANS

Formalizing an individualized educational plan is a PROCESS based on a sequential continuum. Below are listed a series of steps for designing educational plans. Steps one and two are primarily diagnostic and must always be covered at the onset. The remaining steps emphasize and present the necessity of ongoing staff input. They are based on the individual student's current performance and are thus criterion-referenced. For this reason, one must feel free to add steps to the process described below and to move forward or backward through the steps in order to best meet the needs of each individual student. These steps are not all inclusive.

A. Step 1. Study Student's Record:

Each staff member should be responsible for reading existing records of a particular group of students. Staff assignments should be made in advance of student's enrollment. Teachers should ensure their accessibility to records as an ongoing method of planning for the TOTAL student. The student records should be studied to gather the following information:

Medical

- . to identify physical handicaps
- . to identify seizure activity and anti-convulsant medication
- . to identify unusual psychological, physiological, or neurological states; PKU, ulcers, hydrocephaly, allergic reactions

Social

- . to identify family constellation and interactions to determine the need for individual, sibling, or family casework treatment

- . to determine ability of family to implement programs designed at school or in the home setting
- . to determine amount of input required from staff to aid in behavior management, home stimulation and environmental engineering.

Educational

- . to identify past diagnostics and evaluations
- . to identify target goals and teaching strategies implemented to meet these goals
- . to identify modalities through which the student learns most effectively

Psychological

- . to identify learning rate
- . to identify consistency of performance in a specific task
- . to identify disruptive behaviors

B. Step 2. Interview Parents

A parent interview should be conducted in the home by staff members who have read the student's records before the student is enrolled. In the interests of being open and contractual it is suggested that notes on the interview be kept and shared with the parents. One method for accomplishing this would be to have one staff member conduct the interview while another records. Feedback is shared at the end of the meeting and notes can be mailed or given to the parent at a later meeting.

Parent interviews should meet the following objectives:

- . to include all family members individually or in small groups i.e. Mother + Father + children, Mother + a child, Father + some children should be present to assess interactions between family members and students.
- . to allow family opportunity to identify goals for their child
- . to design target goals based on the immediate and future needs of the family
- . to insure their participation continuously in redesigning and implementing goals

C. Step 3. Assess Functioning Level

The teacher will have many questions in relation to each student:

- . Are the major weaknesses(or disabilities) to be stressed in the area of cognition, communication, gross motor, fine motor, socialization, activities in daily living, pre-vocation, or behavior management?
- . What is the present level of functioning in any given skill area?
- . What skills has the student accomplished in the area of development previous to his or her present level of functioning?
- . What assessment tools (both standard and non-standard) can be administered to measure the student's strengths and weaknesses?
- . Can one determine measurable constraints or gaps from utilizing assessment tools?

. How does one determine a student's baseline functioning level?

After careful consideration of the previous questions, and prior to implementation of any behavior management techniques, one must first determine the specific space in which to work and the specific students with whom to work. Determinations are made on the basis of assessments of the student's present level of functioning in all areas of development according to a pre-determined assessment tool. Either formal or informal tools can be utilized. The Vineland Scale for Social Maturity, the REEL (Receptive Expressive Emergent Language), the Denver Developmental Language Screening, the PAC, etc. are examples of formal tools.

Examples of standardized and informal tools are: the revised Abell Scale, the Developmental Assessment Tool, functional assessment checklists and inventories, etc. The next step, after observing the student's behavior and specifying measurable observable skills in each area of development, is to determine a baseline functioning level and record it. Often another observer may assess a student to allow a reliability check of the data. Often another observer may note specific environmental responses which may act to maintain or encourage the desirable behavior.

Keep in mind that all behaviors are maintained, strengthened or eliminated by the consequences and antecedents produced as a result of the teacher moving closer to the student, or mildly touching the student's arm after an undesirable response, or the student's reaction to another student in the group.

D. Step 4. Determine Reinforcement Menu

With most students it is necessary and helpful to determine a reinforcement menu; that is, what items, events or activities motivate or are reinforcing to the student. Reinforcement preference checklists are recommended as a means of determining such a reinforcement menu. (See Appendix for reinforcement preference checklists) It should be noted that this type of method is not all inclusive and should be altered if needed to fit the needs of the student.

In administering any type of reinforcement, the teacher should keep in mind the importance of sincerity and genuineness in giving reinforcement to students. Some factors to consider are tone and volume of voice, facial expressions, intensity and duration of touch, and variety of reinforcers. All these determine the effectiveness of giving reinforcement.

By practicing a variety of approaches and reacting to their effectiveness you can help one another to develop confidence and sincerity in giving reinforcement, and eliminating the mechanistic manner of reinforcement. See Appendix for sample Reinforcement Menu forms.

E. Step 5. Identify Target Goals

When identifying target goals for the individual student it is necessary first to list all possible goals, needs, deficits of functioning based on steps, 1,2,3. The teacher will want to consider the following areas of development:

- . Self-help
- . Gross Motor
- . Fine Motor
- . Communication

- . Cognitive
- . Prevocation
- . Socialization
- . Management

In addition the teacher should integrate parental suggestions and classroom & staff limitations into this list.

Next, the teacher must scan these goals to determine which will be the target goals. Which goals should the teacher choose? While it is clear that there is an endless number of goals that could be set, it is impractical by way of staff and program limitations and too difficult for the student to learn a number of new skills simultaneously. Experience has shown that a range from two to five is reasonable. When the teacher engages in this process of limiting the goals, he or she should attend to the following?

- . which skills are prerequisites to other skills?
- . which skills hold the possibility of greatest generalization?
- . which skills are foundation skills, useful to the later teaching of other skills & staff competencies?
- . which skills can be realized by program constraints opportunities and time limitations?
- . which skills include parental wants?
- . which skills are in the best interests of the student not the best interests of the staff? Sometimes the two are not the same. A compromise must be reached in this situation.
- . which skills make the most developmental sense?

Set Developmental Objectives

Once a daily schedule has been formulated and individualized tasks have been sequenced, it is necessary to set developmental objectives for each skill area that is targeted. A developmental objective is an INTENT communicated by a statement describing a proposed change in a learner. It is a statement of what the learner will be like when he has successfully completed a learning experience. Such an objective may be both OBSERVABLE and MEASURABLE, (from "Let's Take the Guesswork Out of Learning" by Thomas Cyes, Jr.). Developmental objectives are thus specific, clearly defined statements of where the teacher wants the training to go. They supply a goal or focus for teaching. And, importantly, they allow teachers to know whether or not their teaching has been successful.

When writing developmental objectives certain principles must be kept in mind:

- . the objective must be specific i.e., open to only one interpretation.
Remember that if the teacher develops vague, hazy, or unclear objectives the student will be uncertain, confused or uninformed.
- . The objective must be clear. The more that precise, operational, measurable terms are used, the greater the chance that the objective will mean the same thing to two people. This clarity is invaluable because objectives and procedures must be consistently followed by parents and other staff members and professionals.

Use action words to describe your objectives and imply a visible and measurable activity or product. e.g. identify, distinguish, construct, name, order, describe, state a rule, apply a rule, demonstrate, interpret. select, point to, etc.

Always ask the following four questions :

- . What is it that I want the student to do?
- . Under what conditions do I expect the student to do it?
- . How will the student do it?
- . How will I know when the student has done it? What are the criteria of success?

F. Step 6. Identify Clusters

Clusters group students together, usually in small groups, for particular purposes. Grouping of students can be an important variable in their ability to pay attention, work together, and/or complete tasks. For this reason clusters when properly implemented have a valuable impact on learning. When the design of a cluster is goal-oriented and task-analyzed it can enhance the learning of the student.

Below are listed considerations for designing clusters dependent upon student needs and teacher goals:

- . Group together students with similar target goals. Because target goals are determined by skill level, students grouped together at similar skill levels work together easily and learn from each other without feeling inadequate. Competition is kept at a minimum and students can concentrate on a particular goal.
- . Sometimes students at different skill levels work nicely together. The teacher can then design a cluster based on "modeling" technique in which one student "models" a higher level of skill attainment in a particular area and motivates (or reinforces) other students to imitate his behavior. This technique works particularly well with

the student who thrives on helping others as well as with those students who enjoy peer interaction and imitation of older or more skilled students.

- . A 1:1 optimal learning situation can be designed for a highly distractable, disruptive student with an eventual goal, when the student's behavior has been modified, of phasing in another student who can then model for this student. This form of clustering takes into consideration the needs of the individual student to insure a measure of success even though the level of functioning is minimal.
- . When students have advanced in skill areas and socialization the teacher can design a cluster of a larger number of students to advance program goals. Working together emphasizes socialization and interaction. Positive interaction between students is emphasized by teacher guidance, supervision and adequate planning.

It is important to consider program goals, student needs, environmental design, staffing and time allowed for activities in order to maximize the implementation of an objective, staffing pattern, and quality of programming. The use of the environment is an important factor in designing clusters. Clusters can effectively maximize the use of staff by taking advantage of their skills in particular areas or by utilizing a particularly good rapport of particular staff people with especially unresponsive students. It can save time by teaching those skills which are conducive to group learning by a larger number of students.

G. Step 7. Formulate Daily Schedule

After deciding on target goals, clustering and space needed to facilitate implementation of the program, and after choosing people responsible for each step of the program, it is necessary to determine the daily schedule of each target goal.

This order may change from individual to individual; attention therefore must be paid to which daily schedule is most appropriate to the student's needs. For example, given the following target areas, which order is better suited to student x:

eating		gross motor
fine-motor		eating
language	or	language
gross motor		fine motor

When making this decision in formulating daily schedules, the following points will be helpful:

- . break up the student's day into time frames or work periods
- . Determine the needs of other students in the group
- . Provide activities for students who are not in a structured work session
- . Meet primary needs of a student at optimum time to maximize his or her success. For example, match the time period when the student is likely to have his greatest attention with the most taxing activity (Strategy I)
- . End or begin the time period with a less demanding activity. This consideration also increases the student's opportunity to succeed and assures that the learning situation is found to be rewarding (Strategy II)

H. Step 8. Analyze and Sequence Individual Tasks

In order to teach the skills that meet developmental objectives it is necessary to break down or analyze the skills required to reach your objective. It is necessary to understand the steps through which a student must progress to attain a certain developmental objective. Learning is a sequential progression of stages leading to an ultimate accomplishment of the developmental objective.

The following are examples of task analyses:

1. Task: to fade out prompts - to shape independent work skills
 - a. the teacher holds the student's hand throughout the task
 - b. at the last step of the task the teacher lightly takes his hand away
 - c. after the last two steps of the task, the teacher withdraws physical guidance.
 - d. the teacher uses physical prompts on the last step, then progresses to every other time on the last step of student's performance.
 - e. teacher gradually moves away from the student
 - f. the teacher goes to another table, then returns to desk
 - g. the teacher leaves room for a few seconds and returns
 - h. the teacher leaves room for longer periods of time before returning to the student.

2. Task: to teach student token economy

- a. the student is on food reinforcers, one task - one reward
- b. the student gets token and immediately exchanges token for food
- c. the student gets token for doing task and waits 10 seconds before exchanging his token for food
- d. time between reinforcing token and exchanging for reward is gradually increased
- e. when the student can wait 5 minutes between exchanging of tokens and receiving his reward, introduce two tokens.
- f. introduce the concept of "store"
- g. increase the time between store and giving tokens

3. Task: to teach student toothbrushing:

- a. student recognizes need to brush teeth after eating
- b. goes to bathroom
- c. goes to sink
- d. identifies his own toothbrush
- e. removes toothbrush from hook
- f. picks up his toothbrush
- g. holds the toothbrush in horizontal position with bristles up
- h. squeezes toothpaste onto upturned brush
- i. inserts toothbrush into mouth
- j. cleans teeth with downward motion from gums
- k. removes toothbrush from mouth
- l. expels spittle from mouth into basin
- m. rinses bristles off the brush

- n. returns brush to proper receptacle
- o. picks up cup
- p. fills cup with water from the sink tap
- q. places water in mouth
- r. expels water
- s. returns or disposes of the cup
- t. wipes mouth
- u. exit from bathroom

4. Task: to teach toileting to student

- a. Student recognizes need to eliminate
- b. walks to bathroom (or wheels, crawls)
- c. proceeds to toilet
- d. pulls down pants
- e. sits on toilet
- f. eliminates
- g. tears off tissue paper
- h. wipes himself using tissue
- i. stands up
- j. pulls up his pants
- k. snaps and zippers pants
- l. flushes toilet
- m. goes to sink
- n. washes his hands
- o. dries his hands
- p. leaves the bathroom
- q. resumes activity prior to bathroom activity

Individual task analysis may be necessary for the teaching of proper use of toilet tissue, dressing and undressing and washing hands.

Sequence Individualized Tasks

Once an individual student's activities are ordered or scheduled, the sequence of events or tasks within each work period must be established. Thus, individualized tasks must be sequenced within each time frame. Again, when sequencing tasks the following points will prove helpful:

- . Determine order and time span for each task to best meet the objective.
- . Sequence tasks in such a way as to maximize success
- . Be flexible and creative. Treat a sequence of tasks as a backbone of the time period which is subject to change.
- . Be ready to capitalize on the moment.

An example: Tasks in language are sequenced into 20 minute work periods. The student lags further behind in expressive than in receptive skills. Therefore the following sequence encourages the use of expressive skills:

<u>Task</u>	<u>Minutes</u>
oral posturing	5
gross motor imitation	5
letter "m" sound	5
object discrimination	5

I. Step 9. Collect Data

The process of collecting data is perhaps the most essential aspect of determining the success of a program. It is only through comparison of data that specific changes can be determined and examined. Data collection is not only important in the initial assessment of the students; it is a method of follow-up and an important part of the evaluative process.

The following is a more specific list of the purpose of concise and complete data collection:

1. Student Performance:

- a. to record and analyze student performance in a specific area
- b. to communicate progress or regression
- c. to indicate future program plans

2. Teacher Accountability

- a. to measure how one is doing at the task of changing behavior
- b. to indicate whether or not the program is working
- c. to give feedback to staff

3. Objective Reporting

- a. to provide an objective means of communicating with parents
- b. to provide concrete material for future program planning

J. Step 10. Reassess Functioning Level Periodically

The learning process, by definition, causes CHANGE in the students. In order to plan programs that FIT the needs of the students, all persons involved in working with the students must be aware of these changes. Because Developmental Day Care students often receive input from many people, therapists, teachers, aides, and parents, it is vital to programming cohesively, that time be allotted to meet and discuss information regarding the student. The various inputs can be coordinated. Teachers should meet with appropriate staff and parents for a global periodic reassessment of all students 3 times per year. These meetings are particularly helpful to the teacher who can utilize this information for planning future program

goals. The teacher also should review educational plans and progress as needed. This review of the student's progress should be a continuing process throughout the year in addition to the three reassessment meetings.

Meetings as a periodic review for each student serve the following manifold purposes:

- . to pinpoint specific progress, strong points, or areas of growth to be encouraged
- . to determine areas of regression and problems which need attention
- . to combine the expertise of professionals from various disciplines working with the student
- . to involve parents in the educational process
- . to provide a means of reassessment to further more cohesive and inclusive program goals for each student.

IV. RESOURCES

IV. RESOURCES

A. Families

Parents as Teachers

Parents are teachers. They have a great deal of modeling and training impact. It is the classroom teacher's role to build upon, enrich, and, if necessary, alter training already begun by the parent. In order to have a fully coordinated, comprehensive, and effective school program, it is crucial for teachers to include parents in the educational program designed at school and to assist them in strengthening and reinforcing the educational model.

The role of the parents in student training cannot and should not be diminished. Involving parents in the classroom is crucial to coordinated, comprehensive and effective programming. This concept is an important aspect of the educational model for developmental day care programs.

Parents who are perhaps the most important figures in a student's life, are inadvertantly but regularly disregarded by teachers since the traditional focus of "the teacher" is "the classroom". Parental involvement in the educational model of developmental day care programs corrects this omission. By acknowledging that parents are teachers, an important resource is tapped. Through active parental involvement and information sharing, parents can assist teachers in strengthening and reinforcing training strategies; teachers can in this way begin to ameliorate the problem of "undoing" which is often a result of parents and teachers not being aware of each other's goals for the student. Parental involvement brings a vast resource to bear in the task of hastening the development of delayed adaptative skills.

The Importance to Parents

Developmental day care programs and parental involvement in them provides a real opportunity for parents by providing them with relief and support in the upbringing of a developmentally delayed student. As mentioned previously, developmental day care programs are part of a series of services designed to provide viable community based "normal" alternatives to institutionalization. Literally, developmental day care programs provide relief to parents from the twenty-four hour responsibility of raising a delayed student. In addition, the component of parental involvement can contribute much needed personal, social and psychological support by reinforcing parents. This model can increase the dignity and self-respect of the parents.

Most parents seek specialized techniques to stimulate the growth of the delayed student. Having to seek outside help from an individual to solve problems may be threatening. Parental involvement and information sharing in the day care center may ameliorate some of the feelings of inadequacy. By reinvolving parents in the classroom an effective program of parental involvement demonstrates and reiterates to the parent the importance of his role in the educational process. The parent is shown both directly and indirectly that his support, and participation and action in teaching programs is essential to their rapid and successful completion. The teacher needs the parents help in order to have the student achieve the objectives set for him.

In this way parental involvement returns the parent to the status of a necessary person in the educating team. His role with regards to the classroom has meaning and is valued.

Attitudes and Rapport

Of course, parental involvement begins with a period of time in which attention is focused on establishing rapport. A healthy and helpful rapport takes time and effort to develop. Sometimes parents and teachers are suspicious of, threatened by or even resentful of each other. Nevertheless, a climate of mutual trust and respect, that is rapport, must be established. Programs which proceed without this rapport run the risk of operating on the basis of omitted or incorrect information and without follow-through.

Much of the process involved in establishing rapport occurs on a non-verbal rather than a verbal level and it is therefore a tricky business to accomplish. As mentioned, parents and teachers are often sensitive, even overly sensitive to the other's presence during their first encounters. In seeking to define a style of interaction they respond to various verbal and non-verbal clues in an attempt to "read" each other. Unfortunately the pitfalls of this procedure are numerous since unrelated and misinterpreted clues are usually as bountiful as related and correctly interpreted ones. In order to guard against misreading of non-verbal clues, the teacher will find it helpful to critically examine her own attitudes.

Mechanisms for Involving Parents

Class and Home Visits

Class and home visits are the ways through which parental involvement occurs. When parents visit the classroom, every effort should be made to make them feel comfortable. The meeting area should be free of distraction, a place where the teacher can give his/her undivided attention. Parents should be shown the places where their child works and plays, with special equipment and activities explained, and if possible demonstrated.

The teacher visiting the student's home is a visitor, and should be open to, rather than judgemental about, family practices. Interactions between the student and family members should be carefully observed for later recording. Teachers should be sensitive to parental expectations and feelings during home visits. The following recommendations can be observed to make home visits more purposeful:

- . Be receptive to convenient times to meet with parents.
- . Be receptive to leaving time. Do not over-stay. One and a half hours is enough time to spend with parents.
- . Try to establish a time to meet with parents when the student is not at home. If this is impossible or if it is important that the student be there, be careful that the discussion does not exclude him. Do not talk about him; talk with him and his parents.
- . Observe social graces. The teacher can accept and participate in refreshments or refuse them graciously.

Home and classroom visits should be scheduled at least three times a year in conjunction with the reassessment of educational plans. Additional appointments can be scheduled on an as-needed basis. Regular telephone contacts should always be used to supplement visits. It is important to schedule a beginning and end for personal visits with an agenda prepared ahead of time, if possible with input from the parents. Remember, too, that "parents" doesn't just mean "Mother". It means, in addition to mother, father, siblings, grandparents, etc.

Information Sharing

Information sharing between teachers and parents is a necessary ingredient for effective programming. The most common method of information exchanges is through a notebook sent back and forth between parent and teacher. The teacher summarizes program method and program change information and sends this summary to the parents on a weekly basis. Parents respond to these notes, sending them back to the teacher with comments.

One developmental day care teacher documented student progress, teaching methods and practices through polaroid pictures which he placed in a notebook with the appropriate labels. He found this a very effective way of communicating with parents.

Types of Parents Groups

Parent groups are another way of involving parents in the educational program. Work or task-oriented groups relating to the day care center are often a good way to introduce parents to each other as well as to explain the school program. This can also be a personally rewarding experience for parents, especially if

they contribute in areas that they are expert in.

Parents can use the group method for role play, demonstrating the activities of their own and other's children. This is an excellent way of understanding the experience of special needs students and of the special needs techniques used in the program. Such a group experience also helps parents become related with one another since they are sharing common experiences.

Parents can also be invited to participate in discussions, classes or lectures. They can be asked to select lecture topics or to lead discussions.

Parents Rights and Advocacy

Parents have rights which are protected by law. Among these are the right to know and approve all program decisions for their children. The teacher is an advocate for the family, guaranteeing the rights of both parent and student. Occasionally, however, the interests and needs of parent and student will come into conflict. For example, a parent may decide to veto a program which the teacher has recommended for the student. Protection of the rights of both parents and student then becomes difficult; the teacher is placed in the bind of double advocacy. In such a case, the teacher should immediately seek the help of the school or agencies dealing with similar types of problems.

RESOURCES

B. Volunteers

Advantages of a Volunteer Program

Volunteers have served as teacher aides in Developmental Day Care classes throughout the state. They are a valuable part of the student's program because they facilitate the goal of one-to-one teaching and help to further reinforce the developmental objectives planned for each student.

Recruitment of Volunteers

Volunteers can be recruited through a number of local resources:

- . local high schools (often high schools will offer credit to student volunteers)
- . Community organizations such as women's clubs, retired citizens clubs, fraternal and service clubs
- . Associations for Retarded Citizens (ARCs)
- . Retired Citizens and Senior Citizens Groups
- . Foster Grandparents
- . Local colleges and universities

Volunteer Interview

The potential volunteer should be carefully screened by the teacher for experience, skill, and work commitment. Job responsibilities should be clearly spelled out. Volunteers selected to work in the Developmental Day Care Centers should be given a carefully prepared orientation. This training should include:

- . Overview of the educational model
- . Planning and development of the individualized educational

plan including a presentation of each of the students in the center with a discussion of the specific requirements for each student.

- . Background and pertinent information regarding students with severe special needs and multiple handicaps

The volunteer should be presented with written standards and guidelines to follow, and should be under the close supervision of the teacher for a specific time span. Periodic evaluations should be planned. It is also important that the volunteer get day by day feedback concerning his work with the class. Close contact and time for discussion between teachers and volunteers encourages improvement on the part of the volunteers. An attitude of appreciation for the volunteer's time and effort as well as a clear definition of their role in the classroom is a necessity in obtaining a good working rapport. When a teacher keeps good volunteer records and prepares an end of the year tally she has an objective method of working with volunteers.

The Use of Volunteers with Special Needs Students

by D. Tucker

The sole consideration in determining whether volunteers should be added is, do the students benefit? The positive gain of the retarded student from the presence of volunteers is the standard from which the usefulness of volunteers should be judged; in contrast to the convenience of the teacher or assistant, or the mental health needs of a volunteer.

The teacher must decide if the services of a volunteer are desirable and determine assignments. While the teacher is the person responsible for the students and for deciding if volunteers can contribute to the program, other clinic personnel or association members may have useful suggestions.

Suggestions for Using Volunteers to

Enrich Special Needs Programs:

1. Programs for students with problems which cannot be continuously met in the group situation.
2. Programs for students with particular learning needs.
3. Individual attention for the student who can enjoy and learn within the group when he has an adult for support
4. Assistance for the student who has significant sensory or motor deficiencies.

These students might include: the hyperactive, the overly aggressive, the very large or very small student, the passive and defenseless (frail), the epileptic, the physically handicapped who requires lifting, or the student whose level of functioning is significantly different from that of the group.

5. Special Aspects of the Program

The extension of specific aspects of the program by utilizing talents and skills of volunteers, for example: a musician, an artist, a naturalist

6. The training of volunteers to apply specific parts of the present Developmental Day Care Program, for example: Creative Movement , Music, Structured Group Activities,

7. The enhancing of the program by extending experiences beyond the classroom, for example, field trips

8. Special aspects of the classroom and equipment:

- . the training of volunteers to prepare for certain routines so there is smooth flow, for example, snack periods
- . the use of volunteers because of structural limitations, for example, bathroom facilities not adjacent to the classroom, or for moving equipment, the upkeep of materials and equipment to maintain the quality of the program.

9. The training of volunteers for specific observations such as recording objectively the useage of a particualr piece of equipment, or the activities in which a student participates

Many kinds of people can be good volunteers. It is of the utmost importance for each volunteer to be committed to the philosophy, aims, and goals of the program and to understand the daily routines. He or she must take their responsibilities seriously and understand the necessity for confidentiality. They must recognize the teacher as the "leader" in the classroom and look to her continuously for direction. The volunteer must know that his "tour of duty" includes a planning session and evaluation period, and that his commitment is mutually binding. Volunteers should be evaluated as to whether their services

continue or be redefined.

Volunteers need to understand the developmental levels and sequences of the students in the classroom, techniques for helping them learn and improving the quality of their learning and playing; and definition of their specific roles. Therefore, training sessions for volunteers by the teacher should be mandatory before they begin working.

Guidelines to consider in selecting and evaluating

1. Is the volunteer's contribution significant enough to justify the time spent in training?
2. Is the volunteer able to adjust to the program and students or does she attempt to alter them to her expectations?
3. Is there enough meaningful work for them to do? Good volunteers become discontent unless they feel useful.

Policy must be established so that parents understand the selection and usefulness of volunteers and their relationship to the Day Care program. They must be assured that the educational program is enhanced and that confidentiality will be maintained. It is the obligation of the teacher to inform parents of the presence and duties of volunteers.

The contributions of volunteers should be taken seriously if the Day Care Program has the facilities available for using them well.

Volunteer Recognition

If a volunteer is able to use her talents or sees the development of students in measurable terms, his work may be self-fulfilling. However, it is still important for the volunteer to receive recognition.

Some suggestions are :

Written recognition: letters of appreciation, news articles, news letters, end of the year certificates)

Special events: programs honoring volunteers

Reward systems denoting periods of time in service

Volunteers who cannot, for whatever reason fulfill their assignments, who require training and attention that cannot be given without depriving the students in the program, who appear uncomfortable in the program and who disobey rules and policies in the program should be terminated.

RESOURCES

C. Community Agencies and Other Support Services

Support services provided by community and private agencies have been expanding at a rapid rate, especially with the implementation of Chapter 766 and with the core evaluations being performed on all special needs students between the ages of 3 and 21. A family with children who are multiply handicapped can often benefit from these support services. Teachers should be aware of a family's needs and of those community resources which are best suited to meet those needs. Support service agencies can provide help in such areas as individual case work and counseling; sex education; counseling in family planning; religious counseling; legal aid; and dental, neurological or physical therapy examinations and services.

Below are support service agencies which can be found in most communities:

Clinical Services

- . United Cerebral Palsy
- . Easter Seal Society
- . Community speech and hearing centers
- . Area mental health clinics, D.M.H., etc.
- . Community Evaluation Rehabilitation Center (CERC)

Youth Clubs - Recreation Services

- . YMCA
- . Local Parks and Recreation Departments
- . Service Clubs (Rotary, Lions, etc.)
- . Boys Clubs
- . Boy and Girl Scouts

Art Organizations

- . Local music, art and drama groups

Religious Organizations

- . Local churches & synagogues

Parent Services and Inservice Training

- . Parent without Partners
- . Red Cross
- . Associations for Retarded Citizens
- . Office for Children
- . Massachusetts Children's Lobby
- . Legal Aid

Local merchants and local industries are good sources for materials needed for home and school, often donating such things as carpet tubes, foam rubber, inner tubes, plastics, etc.

The advantages of full utilization of local agencies are numerous. Not only will the children and families benefit, but increased community awareness is vital for implementing a total program of normalization throughout the state.

RESOURCES

D. Other Disciplines

Severely multiply handicapped students require auxiliary services in addition to the regular day care program. The core evaluation team staff, in its preparation of an educational plan for each student, will also indicate necessary auxiliary services and number of hours per week for each service. Such services might include speech and language therapy, audiology and aural rehabilitation, physical therapy and occupational therapy, and speech and language therapy.

Speech and Language Therapy

The student is evaluated by a Speech and Language Pathologist. Following this evaluation, the pathologist outlines the therapy approach and the number of therapy sessions required to reach the objectives. Although individualized speech therapy can only be provided by a qualified speech pathologist,, the regular classroom staff can easily carry out plans for reinforcement of the objectives. (therapy plans by Dr. Barin Hansen have been included in the appendix).

One highly successful program, one which can be executed by non-professionals under the supervision of a speech pathologist, is the Language Acquisition Program (LAP), developed by Louis Kent (see bibliography). This program is behaviorally oriented and can be used effectively with students of all ages. The material on sign language is especially useful.

At one time it was considered useless to work in the area of communication skills with the low-level student. With increased research and integration of these students into the mainstream, speech pathologists have begun designing programs. As a result, new methods have been devised and results have indicated positively that severe multiply handicapped students can, in fact, make remarkable improvements in communication skills.

Audiology and Aural Rehabilitation

All school age students must, by law, receive a bi-annual hearing screening. If the student fails the hearing screening, a full audiological evaluation is recommended. Often the multiply handicapped student will have a hearing impairment that goes undetected because he has so many other more readily observable impairments. Hearing deficiencies are being more easily identified now as more comprehensive medical and educational workups are available to clients.

Furthermore, with new behavior modification techniques, students who were previously "untestable" can now be conditioned for the testing situation.

It is recommended that hearing aid orientation be conducted in the classroom under the direction of the audiologist. The teacher can then develop a behavioral approach with built in rewards for developing tolerance to the aid. At the same time, the audiologist can recommend a program of auditory training for more effective use of the aid.

Further, lip reading or speech reading can also be developed in the student, and an increased visual awareness to oral activity and movement can supplement auditory awareness so that the student has a better understanding of language.

Physical Therapy

Physical therapy is defined as "the treatment of disease by physical and mechanical means (as massage, regulated exercise, water, heat, light, electricity)"

A student with a physical disability should have a full evaluation by a Registered Physical Therapist, who should prescribe a physical therapy program under medical supervision. The person on the staff to implement the program should be trained effectively to perform the required exercises. Although full time physical therapy is often an impossibility, excellent improvement can be made if this prescriptive plan is followed and if there are periodic evaluations.

Occupational Therapy

A Registered Occupational Therapist is a specialist who helps the student with physical disabilities to learn to perform certain activities involved in daily living such as dressing and undressing, eating, toileting, etc. The Occupational Therapist can also plan activities which are creative and psychologically fulfilling, and physically demanding. Such a program can be carried out by regular school staff. There may be an overlapping here between OT and pre-vocational planning. However, the specialists can be of help in preparing the task analysis required for full development of a skill.

V. BIBLIOGRAPHY

BIBLIOGRAPHY

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VI. APPENDIX

DEVELOPMENTAL ASSESSMENT TOOL - PHASE I

Foreward

The Massachusetts Department of Mental Health, Division of Mental Retardation, has embarked on a project to construct a comprehensive, criterion-referenced, Developmental Assessment Tool (D.A.T.) to be used with developmentally disabled people of all ages and levels of functioning in its Developmental Services Programs. This tool will serve three purposes: a specific evaluation of current functioning in each developmental area; a developmental horizontally and vertically integrated guide for individualized programming; and a major vehicle of accountability for the service delivery system. Guidelines set for the construction of the D.A.T. anticipate its having a direct positive impact on individual programs and, most importantly on the clients themselves.

The enclosed represents Phase I of the Tool's construction. The Phase I D.A.T. considers three developmental areas: Activities for Daily Living; Eating and Dressing; Communication, and Gross Motor. Within each area is contained a criterion-referenced and sequentially ordered series of descriptive items which are blocked into larger categories. It will be noted that while these large categories overlap in some cases, the individual items within the categories are developmentally arranged.

The Phase I D.A.T. has been distributed to a number of different agencies: Developmental Day Care Centers, Community Clinical Nursery Schools and other interested agencies such as the Newton-Brookline Educational Collaborative for Pre-School Children and the Department of Public Health Pre-Schools for Physically Handicapped Children. Every Developmental Day Care Center will assess each of its students as required by the Federal Grant. Other schools and agencies will receive the D.A.T. by request. Teachers using the D.A.T. for assessment will then begin to use it to assist in individual program design.

INSTRUCTIONS FOR USE

The Phase I Developmental Assessment Tool will be used in three ways: 1) as an assessment tool to assess children's level of functioning in four skill areas: dressing, eating, communication and gross motor; 2) as a guide in developing individualized educational programs; and 3) as a critical self-test of the Tool itself which will generate much needed feedback.

I. Assessment Data

The following instructions will be useful in filling out the Data Sheet:

Face Sheet

1. Student's Name - Enter the name of each student. For the sake of confidentiality, each name will be converted to a number during the data analysis stage.
2. Center - Enter the Center currently attended.
3. Date of Birth - Enter date of birth not chronological age.
4. Diagnosis - Enter formal diagnosis e.g. Down's Syndrome, Cerebral Palsy, Brain Damage, etc. Include all pertinent information.
- 5.&6. Functioning Level - Enter the level of functioning usually a score from p. 1 testing. Add testing device used and date of test. Enter two scores if known.
7. D.A.T. Evaluating - Enter your name and the date the D.A.T. was used.

Assessment

Data Sheets are supplied in the form of the tool. Skill areas treated in the Phase I D.A.T.:

Dressing
Eating
Communication
Gross Motor

The Data Sheets for each skill area measure the usability of the Developmental Assessment Tool. Within each skill area, each major heading is listed sequentially as it appears within the Tool.

To locate the desired heading of the assessment in the D.A.T., first locate the skill area heading on the major heading of the Data Sheet. Beside each heading is a page range number and a page number. Turn to the D.A.T. page, and find the heading breakdown desired by utilizing both column coding, page numbers, and reference number. The major headings represent the highest level of skill proficiency for the series of items.

See definitions below:

definitions:

		Skill Area	Major Heading
		DATA SHEET COMMUNICATION	
		Receptive Skills	
*-----	CR-1	1.99	Responds to Sound with Attending Behaviors.....
	CR-2	2.99	Localizes Sound Sources Accurately.....
	CR-3	3.99	Distinguishes Sound Differences.....
	CR-3	4.99	Distinguishes General Meanings.....
	CR-4	5.99	Comprehends Some Simple Words.....
	Page Number	Reference Number	

Items		Major Heading
	DEVELOPMENTAL ASSESSMENT TOOL	
(Behavior)	(Condition)	(Criteria)
	1.99 Responds to Sound	
1.3 Attends to other voices	after silence, unfamiliar voices directed to child; no visual cue; no contact; near	slows activity; looks towards source at least 50% of the time
1.4 Listens to	after silence, other voices directed to child; no visual cue; no contact; near	other activity slows; looks toward other voice and holds visual set for five seconds or more
*-----	1.99 Responds to Sound with Attending Behaviors	after silence, unfamiliar voice is present; no visual cue; no contact; near
	CR-1	has appropriate attending behaviors (see above) 50% of the time
Reference Number	Major Heading	Page Number
		Major Heading Definitions

When assessing a student, the following steps should be followed:

- 1) Prior to assessments, familiarize yourself with the layout, numbering system, etc. of the Tool.
- 2) Prior to assessments, familiarize yourself with the definitions of major headings. These definitions appear within the body of the D.A.T. as behavior, portion of each major heading is listed on the Data Sheet or Index.
- 3) Beginning at the top of a Data Sheet, check (✓) each major heading that the student has achieved. For example if the student can perform all activities involved in "Eats Semi-Solid Food with Spoon (no help)" i.e., you know that Jimmy can eat pudding from a spoon without spilling and without being reminded of what to do next, you place a check (✓) opposite that heading on his data sheet.
- 4) Place an (x) opposite all categories which describe activities the student has not yet achieved.
- 5) When the student falls within the range of a heading but cannot do all of it, the evaluator then turns to the specific breakdown of items in the D.A.T. and records the number assigned to the highest item which best describes the student's current activities. In the event that two or more numbers are needed to describe the student's current activity within a category or should an item need to be further qualified, this information should be recorded in the larger blank column. It is expected that this will be an exception.

EXAMPLES:

A. Communication Data Sheet

Page # Ref. #

CR-3	3.99	Distinguishes Sound Differences
CR-3	4.99	Distinguishes General Meaning
CR-4	5.99	Comprehends Some Simple Words
CR-5	6.99	Demonstrates Understanding of Some Simple Words

/
/
5.2
X

B. D.A.T. Receptive Communication

(Behavior)

(Condition)

(Criteria)

5.99 Comprehends Some Simple Words

5.1	Recognizes three familiar words	When presented with words like "daddy" "bye-bye" "mama", etc.	responds differentially by gesture or orientation that indicates comprehension (ex: waves bye-bye, looks at or reaches toward mama)
5.2	Responds to "no" (half of time)	when "no" is said with firm, warning tone	withdraws or ceases activity

	(Behavior)	(Condition)	(Criteria)
5.3	Responds to three names of family members	when names of family or very familiar people are spoken, with or without person present	activity level decreases; movement of eyes, head, or body toward person
5.99	<u>Comprehends Some Simple Words</u>	when words presented like "come", "up", "hi", "bye-bye", etc	responds with appropriate gesture or activity to given words

When using the D.A.T., it is expected that the majority of the assessment can be completed using only the Data Sheet (outline). The Tool itself is turned to only when a student's current level of activities falls within the range of a major category heading. In this way, the time spent assessing a student is drastically reduced.

II. Developing Individualized Educational Programs

The Developmental Assessment Tool can be used to assist or complement present methods of developing individualized educational programs. It is intended to supplement, not replace current practices of generating plans and strategies.

The process for developing individual program plans with the D.A.T. is a simple one:

- 1) The individual items of a skill area are sequentially and developmentally arranged; attention has also been given to prerequisite skills. After assessment, that is once the current level of activity is described, an entry level is determined. The teacher examines the series of steps in the D.A.T. immediately following this entry level to determine which direction future programs might take.
- 2) The many items in each skill area are arranged sequentially and incrementally. While a good educational plan is usually designed using a series of incremental steps, the size of these steps, of course, varies greatly from student to student. Thus, the D.A.T. guides the teacher in breaking a task or desired behavior into smaller steps, but it is the teacher's decision to determine how small or large each step should be; one student might need smaller steps, while another might not need steps as small as those listed in the D.A.T. The D.A.T. is not cast in iron, when planning individual programs, the teacher should use it flexibly, adapting it to the student's needs.

- 3) The D.A.T. is criterion-referenced. This allows the Tool to adapt itself to the student's needs, not the reverse; the student is his own reference. By operationalizing activities and separately recording Behaviors, Conditions, and Criteria, the teacher is allowed to answer the questions: Where have we been? What went wrong (or right)? Where do we go from here? Change or its absence is measurable. Finally, because the D.A.T. is criterion-referenced, it is compatible with many observations, strategy statement, and recording systems currently being used in classrooms. It is suggested that the D.A.T. be used weekly in staff meetings as a reference and a guide developing and restructuring each student's educational plan.

In the classroom the D.A.T. should be suggestive, flexible, and adaptable. It is not cast in iron. As a guide to developing individualized educational programs, this Tool in no way heralds a scientific and mechanical classroom. Rather, it provides a method to stimulate and effect vigorous quality learning situations. Programs developed by this Tool must reflect that learning is a human, creative, and interactive event which is not bounded by the classroom.

Contributors

A great many people across the state in the Division of Mental Retardation have contributed to this Phase I Developmental Assessment Tool. Among them are the following:

Written Document

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Guidelines and Review

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CCNS Teachers and Head Teachers

Resources

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Special thanks go to Carol Nathan for her insightful criticisms and suggestions given throughout the construction period.

GROSS MOTOR

Pg.

- 1 Moves Head and Arms (Prone Position)
 1 1.1 Has Involuntary Movement.....
 2 1.2 Turns Head to One Side or the Other.....
 3 1.3 Lifts Head Momentarily.....
 3 1.4 Supports Chest with Forearms.....
 4 1.5 Supports Chest with Hands.....

- 5 Moves Extremities (Supine Position)
 5 2.1 Has No Tonic Neck Reflex.....
 6 2.2 Has Symmetrical Posture.....
 7 2.3 Bends Arms and Legs.....
 8 2.4 Raises Both Legs.....
 9 2.5 Raises Both Arms.....
 10 2.6 Kicks with Both Legs.....
 11 2.7 Slides Across Surface.....
 12 2.8 Holds Head Steady.....

- 13 Rolling
 13 3.1 Rolls Head and Trunk to Side.....
 14 3.2 Rolls Body from Stomach to Side (holds).....
 15 3.3 Rolls from Stomach to Back.....
 16 3.4 Rolls Head and Trunk from Back to
 Either Side.....
 17 3.5 Rolls Body from Back to Either Side (holds)...
 18 3.6 Rolls from Back to Stomach.....

- 19 Crawling
 19 4.1 Pivots on Stomach.....
 19 4.2 Crawls in Circle.....
 20 4.3 Crawls Backwards (no help).....
 21 4.4 Crawls Cross-Pattern.....
 21 4.5 Assumes Creeping Position.....
 22 4.6 Creeps Cross-Pattern.....
 23 4.7 Creeps Over and Around Objects.....

- 24 Sitting
 24 5.2 Holds Trunk Erect.....
 25 5.3 Sits in Chair Supported.....
 26 5.4 Sits Leaning Forward Supported.....
 26 5.5 Sits Erect (Support).....
 27 5.6 Sits Unsupported (no hands).....
 27 5.7 Leans Forward.....
 27 5.8 Leans Backwards.....
 28 5.9 Turns to Side.....
 28 5.10 Pulls Self to Sitting Position (two hands)....
 29 5.11 Pulls Self to Sitting (side).....
 29 5.12 Rises from Lying to Sitting (back).....
 29 5.13 Sits Independently.....

		<u>Standing</u>
30	6.1	Bounces.....
31	6.2	Bears Partial Weight on Legs.....
32	6.3	Rises to Standing (from kneeling support)....
33	6.4	Bears Whole Weight on Legs.....
33	6.5	Stands Erect.....
34	6.6	Rises to Standing (from sitting with support)
35	6.7	Rises to Standing (no support).....
35	6.8	Stands Alone (narrow stance)
36	6.9	Stoops and Recovers (no support).....

[illegible]

		<u>Walking</u>
37	7.1	Lifts Foot Off Surface.....
38	7.2	Moves Feet Alternately.....
38	7.3	Cruises at Rail.....
39	7.4	Walks Holding Onto Support.....
39	7.5	Walks (one hand held).....
40	7.6	Walks Alone.....
40	7.7	Squats and Recovers.....
41	7.8	Walks Alone, Seldom Fails.....
41	7.9	Walks Around Obstacles.....
42	7.10	Walks with Narrow Stance.....
42	7.11	Walks with Heel-To-Toe Gait.....
43	7.12	Climbs Up Stairs (independently).....
45	7.13	Walks Down Stairs (two feet per step).....
45	7.14	Walks Backwards.....
46	7.15	Walks Up Stairs (alternately).....
47	7.16	Walks Down Stairs (alternately).....
48	7.17	Walks Cross Pattern.....

[illegible]

PLOTTING YOUR CLASSROOM

by Linda Stein

Perhaps you have already noticed patterns in how your classroom is being used. Your room probably has some quiet spots and some unused spots; some attractions and some obstacles; etc.

Patterns are simply the paths taken between activity areas and the types of motion that occur in those areas.

If you want to see exactly what is happening where to see exactly what the patterns in your classroom are, you can go through a procedure called plotting, which is a method of recording. This will offer some revelations about how well some spaces are being used and will provide cues for making better use of these spaces. Plotting will also reveal how each person in the classroom spends his or her day.

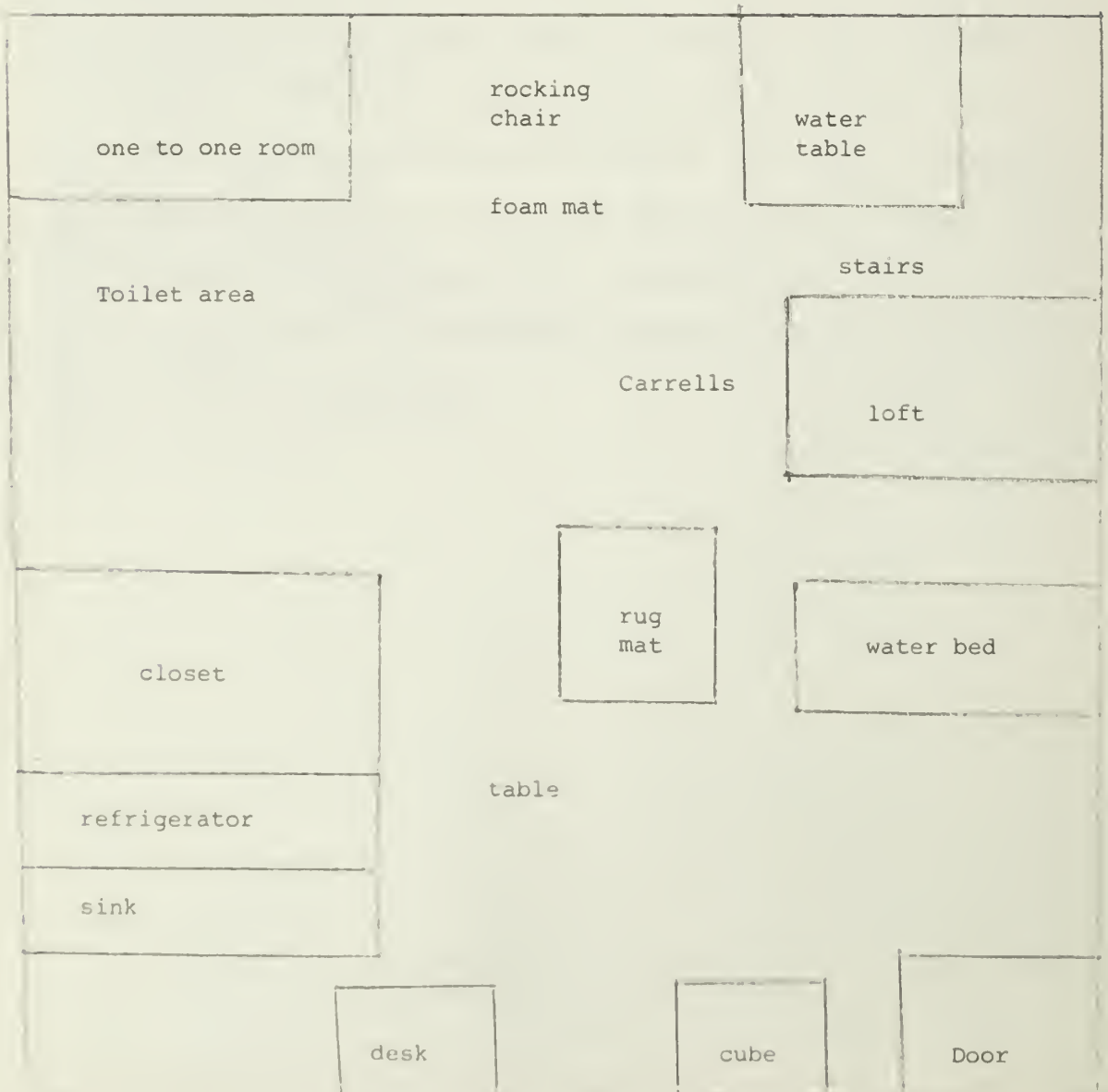
Directions for Plotting

Where?

1. Sit in the middle of your room and look around for a minute
2. Draw the room.
3. Roughly place all the furniture, equipment, etc. in your drawing
4. Label everything

Example:

Windows



Who?

1. Find an objective observer -- a volunteer, a parent, etc.
2. Show the observer the drawing of the room so that he or she may become acquainted with the names of its parts.
3. Give the observer a separate sheet of paper for each person in the classroom, each child, teacher, aide, etc.

Example:

Paul

9:15

9:30

9:45

10:00

What?

1. Convince the observer to spend the whole day with you.
2. For each time spot he or she should record where each person is and what each person is doing.

Example:

Paul

9:30 crawling from loft toward l to l room

9:45 sitting at table l buttoning

10:00 lying on stomach on foam mat

D. AT THE END OF THE DAY THE LISTS SHOULD SHOW HOW EACH AREA IS USED AS WELL AS HOW EACH PERSON SPENDS HIS OR HER DAY.

1. What do you see?
2. Are there any surprises?
3. Any clues for change?
4. Not how each area is used.
5. Record how each person spends his or her time.
6. Try to make some statements about attractions or obstacles in your room, the quality of a space and its use.

QUESTIONS TO ASK YOURSELF:

1. Where do people congregate and why?
2. What space isn't used and why?
3. Where do people run, walk, crawl, and why?
4. What role does storage play?
5. What about lighting? Color? Textures?
Size of space?

UNDERSTANDING THE PLOT
AND WHO NEEDS WHAT?

by Linda Stein

After making a plot of your room (+15)
try and find:

- 3 spaces you like in your classroom
- 3 problem areas
- 3 things you would like to see happening and
the kind of spaces you need to have those
things happen in

It might help to describe each person who uses the room:

- A. Size of the person
 - (1) Are individual spaces too small for the
person, or do group spaces dwarf the
person?
- B. Is there a physical handicap?
 - (1) Can recommendations be made?
- C. How can spaces, toys, or equipment help
accomplish the goals you have set?
- D. What steps are you taking to reach these
goals?
- E. Next steps to be worked on later or
simultaneously?
 - (1) What around the room supports the skills
being developed during 1-1 time?
 - (2) Do children have opportunities to
generalize new skills?
- F. What attracts the children, teachers,
assistants, etc , to an activity or a space?
 - (1) Preferred stimuli or sources of pleasure?
 - (2) Can these elements be used to attract a
child to an activity or space?

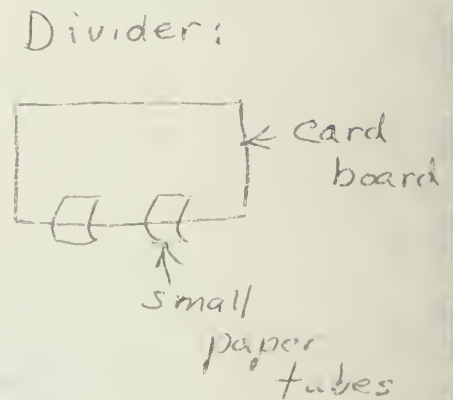
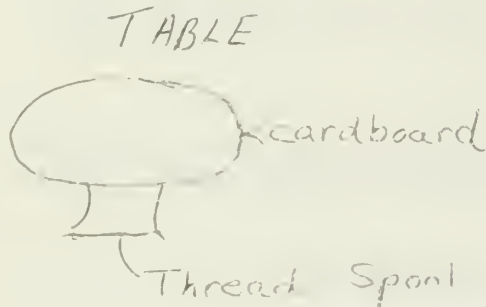
Now, try making a model which includes your favorite (already existing) spots in the classroom. Make some additions for specific children.

Model building is great fun and it is easy. For example, a 3-D model lets you move pieces and really see the possibilities for change:

Model Building Materials: cardboard; styrafoam and toothpicks; tape; glue; spools (thread); little pieces from recycle; small paper tubes; clay; balsa wood sticks. (You don't need all of these things, so use what you have and make modifications).

Tools: scissors; mat knife or razor blade; ruler.

Ideas:



A Fantasy Trip Through Your Classroom

"Stand up - give yourself some room - and close your eyes.

Imagine yourself outside the building of your classroom. Walk in the door - stop. Look around. How do you know where your classroom is? Go to your classroom door. What says "that's my classroom"? Open the door and walk in. Look all around the room. Hang up your coat and ... Go to your favorite place in the room. What colors do you see? What textures do you feel? What is the temperature? Warm? Cool?

Go now to the lightest place in the room. Imagine you are in a wheelchair. Move to the quiet corner in your room. Are there any obstacles? What are they? How do you know that that is the quiet area? Light? Color? What can you do there? What would you like to do there? Imagine now that you can walk - but that you are blind. You are still in the quiet corner. Where are you sitting? On what? What does it feel like? What can you hear? Smell? Textures? Temperatures? You have to go to the bathroom. (Remember, you are blind) Go to the bathroom. How do you know where to go? Down the hall? Do you have to ask for help? Can you find the toilet? sink? soap? towels?

Return to the room, feeling the textures along the wall. As you enter the room, you hear music. Where does it come from?

Where do you go? What do you do? What are you doing? Go to the softest place while the music is on. Is it warm? What are you doing there? Would you like anyone with you? Who?

Now you can see again. What color is the soft place. What is straight in front? Turn slowly all around. What do you see?

Imagine you are 3 feet tall. What do you see? Walk slowly around the whole room. To the door. and outside. Now, open your eyes.

Before speaking with anyone, take a few minutes to write privately some of the discoveries you made about your classroom. Paper and pencils are here . . . "

This script was used with approximately 30 teachers in Region II at the beginning of a workshop on classroom environments.

Centers to Visit for Helpful
Ideas on Classroom Design

Advisory for Open Education
90 Sherman Street
Cambridge, MA
661-9310

books, pamphlets, workshops,
recycle center, helpful staff

Centre on Environments for the Handicapped
24 Nutford Place
London W1H 6AN ENGLAND

newsletters, bibliography/
information sheets,
clearinghouse

Children's Environments Advisory Service
Central Mortgage and Housing Corporation
Montreal Road
Ottawa, Ontario K1A 0P7, CANADA

Children's Museum - Recycle Center
57 Eliot Street
Jamaica Plain, MA.
522-4800

teacher shop, bookstore,
workshops

Educational Arts Association
90 Sherman Street
Cambridge, MA.
661-0830

books, annual conference

Educational Development Center
55 Chapel Street
Newton, MA.
969-7100

research, special projects,
workshops, bookstore

Handicapped Adventure Playground Association clearinghouse
2 Paultons Street
London SW3, ENGLAND

Instructional Materials Workshop (IMW)
Old Schoolhouse Box 168
Belmont, MA. 02178
899-4308
at Fernald State School
200 Trapelo Road
Waltham, MA.

workshop, recycle center,
darkroom, library

Media and Resource Centers
see above address and location

films, slides, extensive library

International Playground Association
Mr. Nic Nilsson, Secretary
Hyresgästerna, Norrlandsg 7 str
111 43 Stockholm, SWEDEN

London Adventure Playground Association
57b Catherine Place
London SW1, ENGLAND

Office of Child Development and Children's Bureau
U. S. Department of Health, Education & Welfare
Washington, D.C. 20201

Workshop for Learning Things
5 Bridge Street
Watertown, MA.
926-1160

workshops, catalogue

The list of centers to visit for helpful
ideas on classroom design is attributable
to the generosity of Katie Ahern,
July 25, 1975

Teacher Competencies

Within the program the teacher will be expected to have the knowledge and skills in the following areas of competency:

Setting Up and Maintaining a Safe and Healthy Learning Environment

1. Organize space into functional areas recognizable by the students, e.g. block building, library, dramatic play, etc.
2. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable for the students.
3. Organize the classroom so that it is possible for the students to be appropriately responsible for care of belongings and materials.
4. Arrange the setting to allow for active movement as well as quiet engagement.
5. Take preventive measures against hazards to physical safety.
6. Keep light, air and heat conditions at best possible levels.
7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.
8. Provide arrangement of classroom area which adjust to the needs of a particular group of students.
9. Recognize unusual behavior or symptoms which may indicate a need for health care.

Advancing Physical and Intellectual Competence

1. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help students fulfill curiosity, gain mastery, and progress toward levels of achievement.
2. Recognize and provide for the student's curiosity to explore the physical environment; master the problems that require skillful body coordination.
3. Increase knowledge of things in their world by encouraging observation and providing for manipulative-constructive activities.
4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages easy communication among students and teachers.
5. Work towards recognition of the symbols for designating words and numbers.
6. Promote cognitive abilities by encouraging students to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects and people; orientation in time and space; growth and change; and cause and effect relationships.
7. Provide varied opportunities for students' active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program.
8. Balance unstructured activities with structured activities that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching out solutions to real problems that are encountered and reviewing the outcome of these problems.
10. Encourage creative expression by providing a variety of art media, in order to create without the imposition of standards of realistic representation.
11. Utilize and develop periods of play as essential parts of the program; giving time, materials and guidance in accord with its importance for development.
12. Extend students' knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic tasks necessary for everyday living.
13. Acquaint students with the people who provide community services such as transportation, custodial, food preparation, police & fire, etc.

Building Positive Self-Concept and Individual Strength

1. Encourage the student to grow in his sense of identity as a boy or girl and member of a family, ethnic group and as a competent individual with a place in the community
2. Encourage the student's advancing skills, growing initiative and responsibility, increasing adaptability and cooperation in relation to her individual behavior.
3. Include the language of the home in the group setting, thereby helping the student to use it as a bridge to another language.
4. Adjust the relationship between teacher and student to his or her style, pace of learning, and the social-emotional aspects of his experience.

This relationship requires flexibility in teaching methods and maintenance of progressive expectations.

5. Recognize when student behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc. Adapt the relationships of teacher and students to enlarge capacity to face these problems realistically.
6. Assess the student's accomplishment in view of any norms of attainment, considering his strengths and weaknesses in light of any past developmental opportunities he may have had.

Carrying Out Supplementary Responsibilities Related to the Students' Programs

1. Observe individual student growth, and changes in group behavior, and communicate these facts to the staff.
2. Cooperate with the staff in planning schedule or program changes which meet the needs of a particular group of students. Incorporate new knowledge and techniques as these become available in the field.
3. Assume of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safe-guarding health and safety and transmit these needs to the responsible staff member or consultant.

Appendix

ASSESSMENT OF TEACHER COMPETENCIES

- ____ 1. Is the teacher acting independently and maintaining control as contingencies arise in the classroom? In responding to a situation is he able to control the class and adapt its activity to changed circumstances?
- ____ 2. Is the teacher utilizing her strengths and talents in behalf of program content of student needs?
- ____ 3. Is the communication with parents effective in deriving classroom goals to best meet individual needs?
- ____ 4. When student behavior indicates unsuccessful class activity is the teacher flexible in exploring other approaches?
- ____ 5. Regardless of whether the communication that best reaches the student is a verbal or non-verbal one is the teacher sufficiently observant and responsive to individual needs?
- ____ 6. Is the teacher's communication with the staff effective in conveying developmental objectives for the pupil and their implementation?
- ____ 7. Is the teacher realizing new ideas, and fresh approaches with materials?

Task Orientation:

- ____ 1. Is the teacher's observation of the pupil and evaluations of his achievement kept in constant relation with the developmental objectives of the program?
- ____ 2. Is the teaching environment and use of equipment suitable for the objectives of the program?
- ____ 3. Is the professional growth of the teacher apparent?
- ____ 4. Is there consistency in statement and performance as demonstrated by interaction with the children and staff, by record-keeping including diagnostics and evaluations, by carrying out of the educational plan, and by implementation of the curriculum?
- ____ 5. Is the teaching incorporating elements of cultural background such as food, language, music, holidays into the program, thereby assuring continuity between home and center?

Setting _____ Teacher _____ Activity/Class _____

Date _____ Observer _____ Individual/Group _____

- Code: 1. Never performs appropriately 4. performs appropriately more than half
 2. Almost never performs appropriately 5. almost always performs appropriately
 3. Performs appropriately less than half. 6. Always performs appropriately

Rank:

- ____ 1. Gets child's attention (readiness to start, with each task or repetition of instructions)
____ 2. Uses prompting/guiding if necessary
____ 3. Uses rewards effectively
____ 4. Uses verbal praise (enthusiasm, "sincerity")
____ 5. Witholds rewards effectively (for incorrect response; not B.P.'s)
____ 6. Maintains child's attention (during the task)

Observer notes objectives: _____

Appendix

REINFORCEMENT PREFERENCE INVENTORY

The following list is provided as a means of determining meaningful reinforcers for children with a limited reinforcement repertoire.

Introduction

Present each of the following stimuli in pairs. Score according to the students' interest: Place -1 beside each item which the student does not like; Place 0 beside each item for which he has no response; place a 1 beside the items he has a low preference for; and place a 2 beside the items he has a high preference for.

Next present, in pairs, items which have been scored 2. Continue with this procedure until a list of the 10 most reinforcing items has been determined.

Food

vanilla wafer	_____
Oreos	_____
juice	_____
fritos	_____
m & m	_____
fruit loop	_____
cheese-its	_____
potato sticks	_____
applesauce	_____
banana pudding	_____
peanut butter	_____
cheese slices	_____
jelly	_____
yogurt	_____
raisins	_____
corn flakes	_____

Toys

book _____
crayon & paper _____

nerf ball _____
cylinder _____

tambarine _____
bell _____

comb _____
jewelry _____

music box _____
noise maker _____

pounding bench _____
blocks _____

peg board _____
puzzles _____

hand lotion _____
mirror _____

ball _____
doll _____

car _____
plane _____

toy phone _____
shiny can _____

mailbox _____
abacus _____

Appendix

EDIBLE AND MANIPUTABLE SCALE

EDIBLE

Meat

_____ beef
 _____ liver
 _____ stew
 _____ hot dogs
 _____ hamburger
 _____ Sloppy Joes
 _____ Spam
 _____ salami
 _____ Bologna
 _____ pork
 _____ sausage
 _____ Ham
 _____ ham salad
 _____ chicken
 _____ chicken salad
 _____ lamb
 _____ fish
 _____ Salmon
 _____ tuna fish

Vegetables

_____ mushrooms
 _____ boiled potatoes
 _____ mashed potatoes
 _____ french fries
 _____ potatoes au gratin
 _____ potato salad
 _____ rice
 _____ lettuce
 _____ sauerkraut
 _____ cabbage
 _____ carrots
 _____ tomatoes
 _____ radishes
 _____ turnips
 _____ rutabagas
 _____ cauliflower
 _____ broccoli
 _____ sweet potatoes
 _____ yams
 _____ celery
 _____ onions
 _____ corn
 _____ cucumbers
 _____ yellow squash
 _____ zucchini squash
 _____ acorn squash
 _____ egg plant

MANIPUTABLE

_____ Ride in wagon
 _____ Ride in tricycle
 _____ Ride in Krazy Kar
 _____ Ride in Toy Car
 _____ Ride in Wheelchair
 _____ Ride on "train" or bus
 _____ Ball
 _____ Simple game
 _____ Small toys, car, or truck
 _____ Formboard puzzles
 _____ Coloring
 _____ Cutting and pasting
 _____ TV music box toy
 _____ Trampoline
 _____ Jungle gym
 _____ Teeter totter
 _____ Merry-go-round
 _____ Swing
 _____ Sliding board
 _____ Swimming
 _____ Shower or bath
 _____ Music
 _____ Television
 _____ Look at a book
 _____ Look at a magazine
 _____ Play in water
 _____ Run an errand
 _____ Flushing toilet
 _____ Rhythm instruments
 _____ Going outside to play
 _____ Flashing light box
 _____ Hot wheels
 _____ Blow gun
 _____ Dart gun
 _____ Ropes and Ladders (board game)
 _____ Candy Land (board game)
 _____ Taking a walk
 _____ Setting the table
 _____ Electrical toys that move and
 _____ make sounds and having flashing
 _____ lights

Material for Toy Workshops

cloth for book pages

elastic in assorted widths

old, clean toothbrushes; hair brushes

sponges; cotton plush or "fake fur";
pieces of assorted fabrics

old buckle belts which can be cut up

large snaps or fasteners set onto
small (1" X 2") rectangles of
material

small zippers from discarded skirts
or blouse tops

plastic or metal curtain rings

jingle bells

sewing needles and strong thread or
yarn; pinking shears for cutting
cloth pages

wire hangers; wire clippers for
home-made mobiles; adhesive tape
to cover scratchy wire edges where
necessary

egg boxes

nontoxic paints; crayons; paste;
Magic Markers

old, clean nylon stockings or foam
rubber for stuffing toys; beans for
stuffing bean bags

cardboard boxes

clothes pins

strainers

beaters

pots and pans

measuring

Toys, games and apparatus for strengthening large muscles:

Climbing tower, turning bars
crawling through apparatus
wagon (Large enough to hold child)
tricycle (of correct size)
bouncing horse
push and pull toys for younger
children
jump ropes for older children
large balls

paddle with ball attached
bean bag
simple throwing games
simple rolling games
ten pins
large hollow blocks
mallet with peg set for younger
children
work bench with real tools for
older children

Toys that stretch the mind:

lock with key
magnet
aquarium, terrarium
water play toys, bubble set
inlay puzzles, matching picture
games

view master with slides, filmstrips
globes for older children
books with simple stories, poems
jingles, nursery rhymes
picture books

Toys for pretending:

washable unbreakable doll that
can be dressed and undressed
housekeeping equipment of all
sorts including cooking,
laundering, gardening
costume box for "dress-up" clothes
space hat
assorted floor blocks with small
family figures

toy luggage
farm and zoo animal sets
transportation toys; boats, trucks,
planes, trains, autos
steering wheel
sheet or blanket for play tent
large cartons for making stores,
houses, stations and for climbing
into

Toys for releasing feelings:

crayons
painting materials with large
brush and paper
hand-painting materials
blunt scissors and paste
clay
hammer, nails and soft wood
large wooden beads for younger
children, smaller beads for
older ones

sand and sand toys
wading or swimming pool
rocking chair
cuddly toy animals
puppets (stick or hand)
musical toy, music box, record
player
percussion instruments such as:
tom tom, bells, triangle, finger
cymbals, gourd tone block

SOME OF THE BEST TOYS ARE FREE

Milk cartons
Egg shells
Cereal boxes
Aluminum foil
Plastic bottles
Old nylons
Orange juice cans
Hair rollers
Soap flakes
Measuring spoons
Sieves
Spools

Corks
Raisins
Pots & pans
Walnut shells
Toilet paper rolls
Shoe laces
Paper bags
Cotton
Clothespins
Laundry sprinkler
Sponges

SOME GOOD THINGS FOR THE SURPRISE BAG

Playing cards
Flannel board
Scraps of flannel
Pipe cleaners
Blunt scissors
Scotch tape
Miniature doll family
Magnifying glass
Pick-up sticks
Stapler
Paper punch
Coloring book
Magic slate

Bean bag
Wooden cheese boxes wit' lids
Something inside boxes
Magic markers
Thick crayons and pad of paper
Magnet
Sewing cards and yarn
Small animals and cars
Old pocketbook with old keys,
costume jewelry, handkerchief, etc.
Gummed labels, stamps, and paper
shapes, stars, moon, etc.
Colored construction paper

SCROUNGE LIST

SOME OF THESE MATERIALS ARE GREAT FOR
TEMPORARY CONSTRUCTIONS OR INVENTIONS

OTHER ARE GOOD FOR MORE DURABLE
GAMES AND TOYS

THINGS TO PULL WITH:
YARN
RIBBON
STRING
RUBBER BANDS
WIRE

ZIPPER
SCREW EYES
HOOKS
PLASTIC

WHEELS:

.BOTTLE CAPS
.DOWELS SAWED INTO DISCS
SPOOLS
.TRI-WALL
BUTTONS

THINGS TO ADD:

PLASTIC STRAWS
CORKS, SPOOLS, TURNINGS
DOWEL SCRAPS
WAX PAPER ROLLS
CURTAIN RINGS
SMALL DOWELS
WIRE FROM ANYTHING (HANGERS)
POPSICLE STICKS, TONGUE STICKS
WIRE, PIPE CLEANERS
JINGLE BELLS

FRILLS:

LACE
RICK RACK
CLOTH - FUR LEATHER
BOTTLE CAPS

STYROFOAM BITS
CONTACT PAPER
TIN FOIL
COLORED PAPER
SMALL TILES
MARKERS
LATEX PAINT
(WATERPROOF)
FOAM RUBBER

THINGS TO START WITH:

LARGE BOXES
SHOE BOXES
SMALL JEWEL BOXES

OATMEAL CARTONS
MILK CONTAINERS
PIECES OF WOOD
(OF DIFFERENT SHAPES)
EGG BOXES

TRI-WALL SHAPES
METAL CANS
STYROFOAM SHAPES
SCRUB BRUSHES
PLASTIC GALLON JUGS
SAFE PARTS FROM OLD IGYS

TOOLS:

EIMERS' GLUE (IN CANS)
OR HEAVIER GLUE
SMALL BRUSHES
SAND PAPER
SMALL HAMMERS, SAWS,
NAILS, VARIETY

HAND DRILL
SCISSORS
WIRE CLIPPERS
STRONG TAPE
SCREWS
NUTS AND BOLTS

FREE MATERIALS

The best source of free materials is the local community. Teachers can make requests to stores and small businesses in their own areas. They can consult the yellow pages of the telephone directory and research places that may provide the materials they need. Parents are often an excellent source of materials.

The following three centers provide free materials for the classroom teacher working in Developmental Day Care:

1. Springfield Recycle Center
2. IMW Shrewsbury Creative Play Center
3. IMW Fernald State School

Also, Children's Museum has materials that can be bought at minimum cost.

Language Acquisition Strategies for
Cognitvely Disabled Classes

by Barin Hansen

The following represent basic materials which are furnished in inservice training. Extra materials, information about rationale, techniques & specific procedures would be necessary before implementing these. Potentially all of the above will be available by special arrangement with the Department of Mental Health.

Sub-Symbol Development

Visual Areas

Pre-Language Tasks

in-service package 1.

B. Hansen

Ordinarily when you consider language, the central problems of speaking, understanding spoken language, writing, and reading are the immediate concerns. However, all of these activities are really very sophisticated ones that presuppose a multitude of previous skills, and talents, and learnings. These become especially important when we deal with handicapped population. For the present let's refer to all of these underlying behaviors as subsymbol talents and let us concentrate for the moment on two large areas: the first, the subsymbol talents that are connected with visual stimuli (the ones we must develop before we can recognize a gesture, interpret a picture, understand a written word etc.) - and secondly, the talents that deal with auditory stimuli (those that must precede an individual's ability to pay attention to a sound or another human, to interpret the meanings behind someone's words etc.):

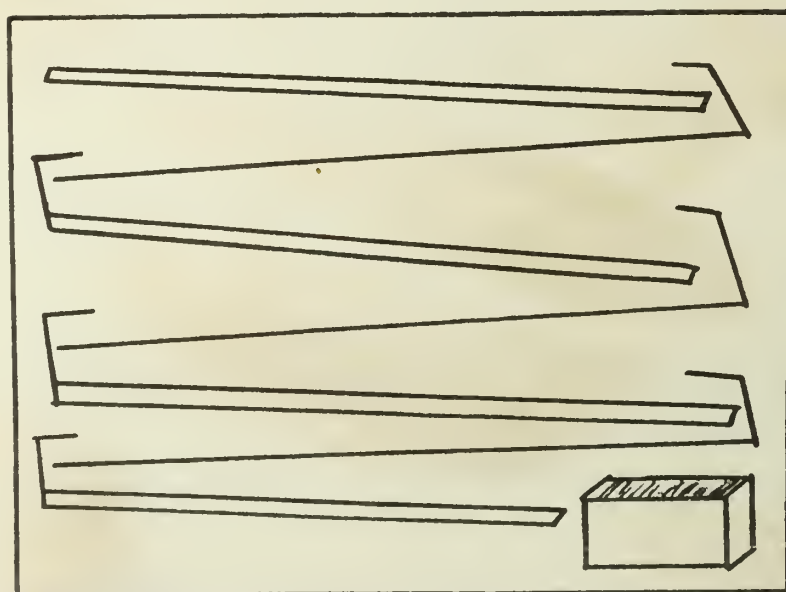
You can see that it isn't just a question of a series of physical skills, of the readiness of the lips or vocal structures to produce speech (although those factors are important). Before we can expect anyone to have language, to understand the people around him, and to produce language that they will comprehend, we must have subsymbol talent development that will make language possible. Think with me about visual stimuli. Surely these are important in the language development of any child. The majority of the times that we receive language, visual abilities are involved...we watch a person's face and gestures and body attitudes to see what he means, to gauge his emotions; we read signs and letters; we even unconsciously lipread at times. In addition most of the times that we, as individuals, are moved to speak or gesture, or write or communicate in some way, the stimuli for these acts are usually visual. We say "hello" because we see someone, we shout "look out" because we saw a car speeding, we explain a process because we saw someone struggling to open a door, unwrap a gift. So, in a way, visual experiences and abilities are tied into the language process as importantly as the vocal processes that produce sound or the auditory mechanisms that allow us to hear.

- b. For the moment let's list some of the visual perceptual areas that subserve language talents, the abilities that usually should precede language activities.
1. the individual must have visual acuity at a suitable level. Obviously there are cases of persons with impaired vision who acquire language readily and even easily. But in general we hope for an unimpaired mechanism.
 2. (hopefully) the individual will be relatively free from visual defects apart from acuity, such as nystagmus, visual field limitations etc.
 3. in these first areas there is relatively little we can do to change the given status of the children we see. However, the moment you consider behaviors, we can identify a series of developmental steps that might be trained or altered.

For example before we can expect an individual to profit from the visual materials he is presented, he must be able to engage in visual search. He must be able to look for an item, to scan his environment, to follow a moving item. Each of these abilities will later be incorporated in his reading behaviors, and in simpler forms will enable him to focus his attention on a visual event and encounter visual elements in such a way that he could reasonably be expected to understand them or to react to them by producing language. Especially in cognitively-impaired children these behaviors are likely to be impaired, and activities which strengthen these abilities will prepare the way for subsequent language situations. At this point, add to your considerations an activity that might help to promote this skill...a travel board where a moving object can be followed visually (see illustration), or on a higher level, a search board where scanning behaviors are used to find a tag that is different from the others (see illustration 2) or even simple searches in the classroom for a specific item a child's hat or a cookie. Both of these rather simple mechanisms lend themselves to a series of graded exercises and activities that will promote the active search and visual attention behaviors that need to be developed before language training can be profitable or easy.

More sophisticated tasks that involve pointing to objects or finding items which have been moved will tap these basic talents in ways that solve problems. When we ask a child "What do you want? or where is it?" we are often assuming (and incorrectly) that he can scan and search.

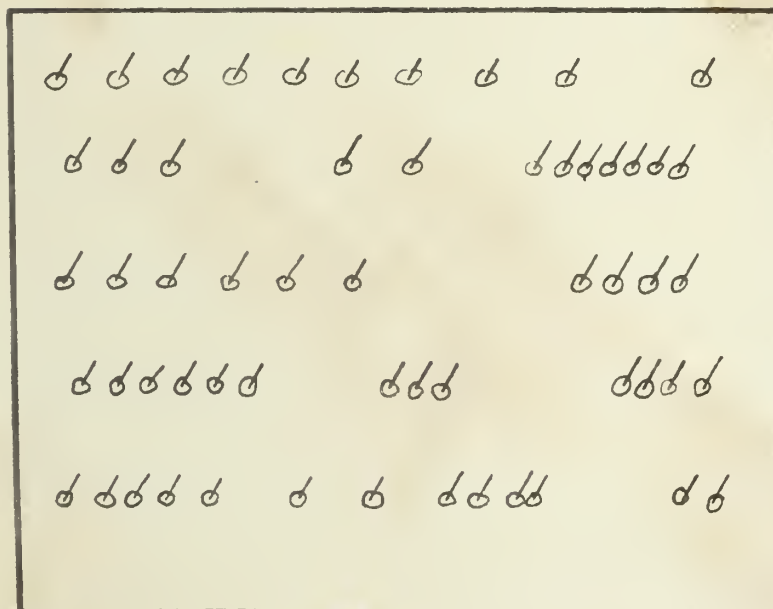
Fig.



Travel Board . A small ball moves down the inclined planes to be retrieved in the basket at the bottom. These boards can be assembled quite simply by using wood mouldings that have a channel carved out .. ones which are usually used to fit corners (L shapes)

holes are drilled large enough for the ball to drop through at the ends and then the tracks are nailed to a background board. The basket at the bottom can be easily constructed from a plastic refrigerator dish nailed to the board. Painting the complete assembly a solid color and using colored balls will make the visual display clearer and more interesting.

Fig



Search board . a number of small tags are displayed, some of them are colored or marked and must be identified. Scanning in simple lines and complete search behaviors are encouraged. Use finish nails (ones with no heads) in lines on a piece of Plywood. The small round disks with metal edges can't be obtained from most stationers. They already have holes and are quite convenient for this application.

4

next the individual must be able to recognize pictorial representations. he must be able to accept a picture of an object as a suitable substitute for the real object. to be sure, most of the time when we engage in language training we would like to establish connections between words and real objects; it is not always possible or practical. At some point we must be able to present pictures... a building, a candle, a forest fire, a ball... to a student and be reasonably sure that he will accept this quite abstract representation in place of the real object. The most obvious way to develop the skill is to help him to compare pictures with the objects they represent by means of a referent - object board (see illustration)

Fig.



In this case a group of pictures that reproduce the object in full size and color can be exposed and a single object placed on the board below for simple matching. alternately a number of objects, a ball, a stuffed dog, a cup, etc. can be placed on the

board and the picture selected (exposed) can be used as a signal to remove one of them. You can see that there are a number of possible dimensions for altering the basic task. Add to your considerations that the pictures could be color transparencies, black and white outlines, or representations that differ in color, size or design from the objects and you can see that training in this area also helps to establish the visual concepts that will later subserve general naming activities. You are helping to teach concepts that will later be organized into language units.

Fig



Picture Display board.

A compartmented board with six separate hinged covers is used to display either one at a time or all together, six picture or designs

smaller versions using only one window are also helpful.

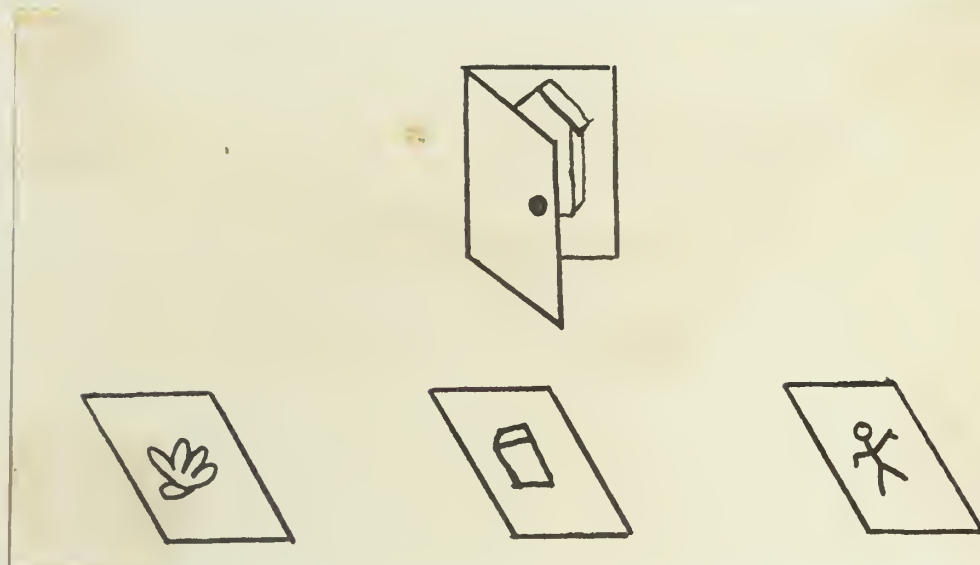
5. This same mechanism from #4 can be used to help develop the ability to retain a visual figure. General problems of short-term memory can underlie eventual language difficulties and learning difficulties. At the very least, we need to remember what we saw a moment ago when we turn our attention to a new area, a person entering the room, a bird perched on the windowsill, a glass of milk spilled or any of the other visual and sound distractions that attract visual attention. Even to examine a picture, you must remember what you saw in the top left hand corner while you look at the bottom half...And this ability can be disrupted or undeveloped.

Suppose that the same board were used and one picture was exposed for a few seconds and then the door was closed ...If you then required that the matching object be selected, you have essentially tested and trained the individual's ability to retain a visual figure. These abilities will be crucial in later attempts to store and remember language. Whenever a child produces a name recognizes a person, tells us what he sees he is tapping a memory vault of visual images and the development of this vault, organizing it etc. will be reflected in his language abilities.

6. Next we would want a child to develop and demonstrate the ability to form visual-visual associations. The same assembly could very well be used, or a simpler version with only one picture presentation but the matches now can be quite difficult. We can assume that the individual can perform visual search so we can have a group of items for him to scan to find his choice. We can assume that he will accept pictorial representations so we can use pictures matched to other pictures...We can assume that he has some visual memory abilities so we could use two boards that could be relatively far away from each other.

In addition, since we are trying to stimulate associations, we will not match similar items..a ball to a ball...but rather items which are associated in meaning..a ball to a bat
in function - a brush to a bucket of paint
in proximity - a cup to a saucer
in shape - a ball to a marble, etc.

(see illustration)



7. And now we are ready to take the first step in the management of visual stimuli that you will clearly recognize as being connected with language. We are going to use visual stimuli for their sign value. An individual must be able to recognize the message behind a picture that is presented to him..essentially this means that a picture of milk will mean to him that we are going to have a milk break. A

a picture of the playground will mean that we are going outside.

a picture of coats and hats will mean that it is time to get dressed etc. Once this stage of training is established you have started the individual on a group of behaviors that have a great deal in common with reading and which represent the way we use visual material to make plans, to anticipate events, to control our world etc.

And all you need is a board that can be recognized as the place where activities are announced and a set of pictures that can stand for some of the daily activities...

Choose a few events that are repeated every day but not necessarily at the same time. The child must have his only cue from the board. How quickly some children can learn this task, and how much in terms of underlying talents his behavior signifies are questions that you can now appreciate.

Next time let's consider a similar program on subsymbol talents in the auditory area.

Subsymbol development
Auditory Areas
The language tasks
in service training ppg. 31

B. Mangan

Now it would seem to be a good time to talk about another area of preparation for language. You remember that last meeting we discussed some of the visual development that had to precede language. This time let's consider the auditory skills that underly language behavior. By this time you and I are agreed that the production of language whether it is in the form of gesture, or writing, or speech is a highly complicated process, and that it needs a substrata of talents that have to do with the accuracy with which we interpret the world around us, and also the accuracy with which we notice our own behavior. In order to even acquire one single sound, a child must first be able to hear it and understand it in the world around him, and also be able to hear his own efforts to produce it. Many times we take for granted that he has these skills when, in reality they may be quite imperfect.

Lets divide our attention again to a number of component steps in auditory skills, much as we did earlier for visual areas.

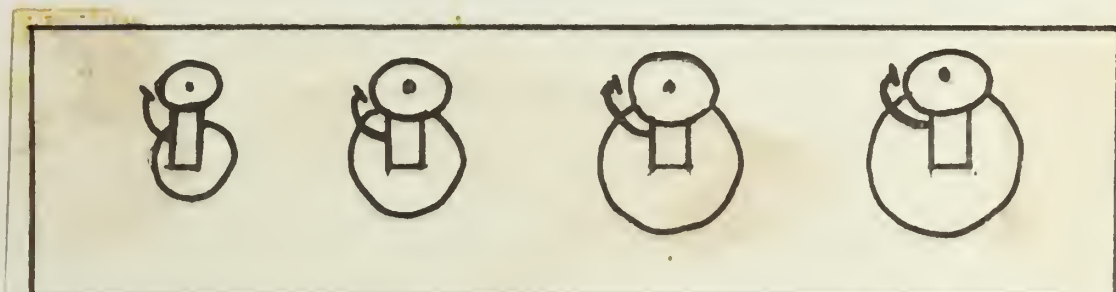
1. We can start by saying that, in order to develop language we would like to have a child with auditory acuity at a suitable level. This is not to say that hearing-impaired children are incapable of developing language, but the process is a difficult and arduous one. Hopefully most of the clients you serve will arrive with an assessment of hearing acuity. You can probably notice on a clinical observation level the extent to which they respond to sounds. Do they turn in the direction of a sound or a voice? Some very obvious attention factors are involved here and inattention to auditory stimuli cannot by itself prove that the mechanism is imperfect. Some children with normal hearing will attend sounds better than speech, some will only react when the sounds are at a high level, some seem to purposely ignore human sounds etc.
2. We will also hope for the relative absence of other impairment signs such as autistic tendencies, stimulus-denial behaviors, recruitment (unusual sensitivity to louder signals) etc.
3. As a result of normal maturation processes and normal environment training, the child should acquire the ability to recognize the differences between their auditory experiences. They should recognise differences in loudness, timbre, and pitch for example. As last we are at a point where we can help to improve the abilities of the child by giving him opportunities to practice these skills. Lets look at each one and consider some activities that would apply. Loudness One thing we can do is purposely vary the strength of our own voices in talking to the children, asking them to pay attention to normal volume and even to reduced volume voices as we call their names, direct their attention, or structure their activities. A simple mechanism that can test the development of concepts of loudness might utilize four buzzers, the same kinds that function as doorbells. A board with four of these, some deadened with paper stuffing, some with the hammers bent away from the bells so that they hardly sound, and bells adjusted to sound loud will do for simple listening activities that involve the child identifying which button produced the sound.

Together with the visual clues that identify large and small buttons, this activity is closely related to the general formation of the concepts of "large and small", "loud and soft".

The simple crib stimulation toys that are sold in many children's departments will do for identification of sounds that are distinct in quality (timbre) or you can construct a set of items yourself. A bell, a holiday noisemaker, a clicker, a toy drum and a container with marbles, and one with water. These will function admirably for guessing games that require a child to tell which item produced the sound. The only requirement is that they all be visually distinctive and produce highly distinct sounds.

In addition the most ordinary child's xylophone can be assembled on a board to provide a set of different pitches for him to copy. Two boards in this case—one used by the teacher, and one used by the child — will help him to discover pitch differences. As you think about this component of auditory ability in connection with his eventual language resources you will remember that the intonation in speech carries with it many of our meanings, particularly the emotional messages that indicate whether we are happy or angry about what we are saying as well as basic patterns that tell whether we are making a statement, asking a question, or exclaiming.

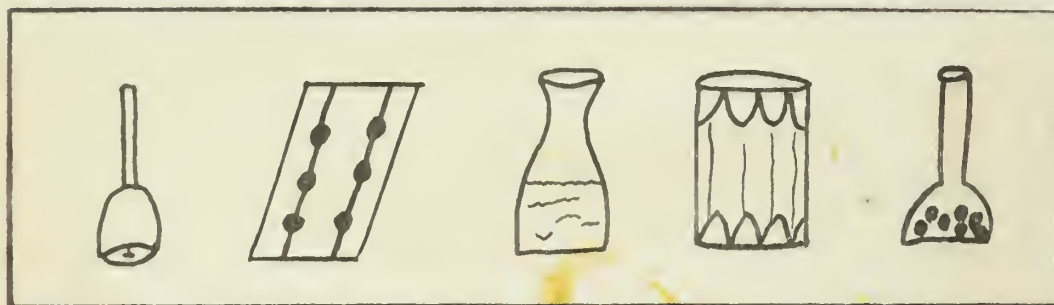
Fig.



A Buzzer board for loudness estimates, can be relatively easily constructed. Doorbells from a hardware store mounted on a piece of plywood will suffice..paint the background white and then put

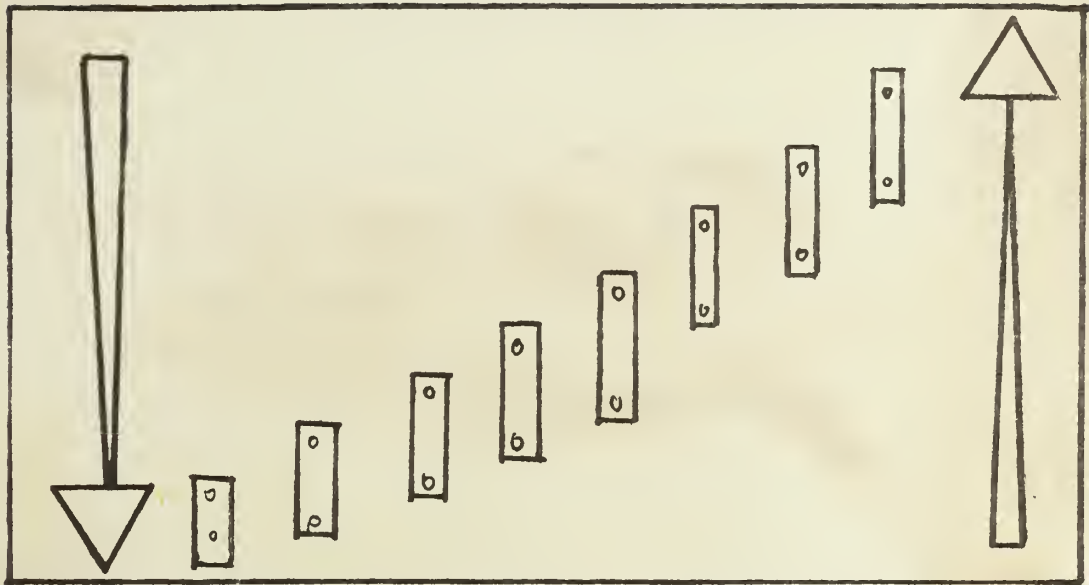
red circles around each bottun. The largest circles will be around the loudest sound. Now you can move the hammers or deaden the sound with tissue paper inside the bell to make foun loudness levels.

Fig.



A Sound Quality Board is easily made from familiar object.. the ones pictured are a bell, a noisemaker, a jar with water, a drum and a plastic bottle with marbles. Painting these one color may reduce some of the visual distractions inherent in the presence of so many items... and activities in which the children close their eyes or the sound is made out of their sight are useful in this connection. They are then asked to show which item made the sound and to use the item to make the sound again.

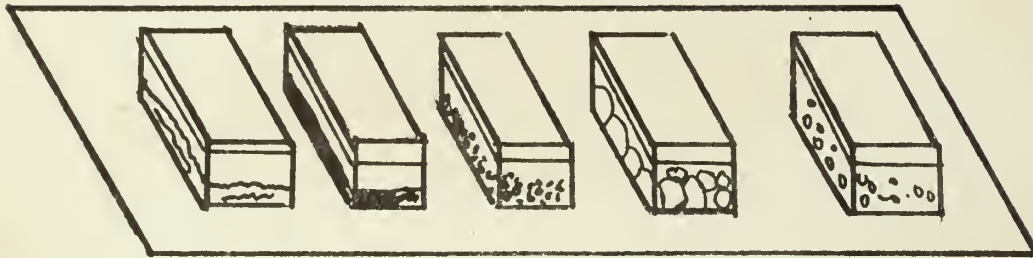
Fig.



A pitch recognition board can be made fairly easily by taking the components of a child's xylophone and placing them on a large sheet of plywood. The items should be separated by more space than the ordinary little instrument will provide. In addition large arrows that help the child to organize the sounds into high and low categories will help many of them. A second xylophone held by the teacher can be used in finding the match. This activity however is the end of many earlier sessions that simply explore the board... teach how to make a sound... teach how to make a different sound (higher or lower) how to make the same sound by hitting the same bar... and finally how to match a sound to one you have just heard...

4. If you have been thinking of the way we organized visual talents you have guessed that the next step will be developing the ability to retain an auditory stimulus... In a way we are always doing this because most auditory stimuli are very short... a sound of a doorbell only lasts one or two seconds, and yet we must continue reacting to that sound as we get up and walk to the door to answer it... the messages contained in the simple words "hoin comer here." also last a very short ime but a child must retain the message while he puts down the toy he was playing with, gets up off the floor, and walks toward his teacher. On a very elementary level we can start to work with this memory with hidden-box sounds.

Fig.



A simple collection of practice jars (tightly sealed please) with water, sand, marbles, cellophane balls, and dimes will present a child with a number of distinctive noises. Now take a similar set of jars, one at a time. Shake the one with marbles and ask a child to find the one that sounds like it. His trials with all the jars will help him to develop a memory for the original sound...Of course you will have to repeat your sound many times at first, but assuming that he has already performed successfully with the buzzer-board and the sound-quality-board, he will be able to succeed with this task too. You can ask him to wait for a moment or place the board out of his reach in order to extend the memory time for the original sound. Remember that to function well in this situation you should have some visual cues available at first...the easiest way is to use clear plastic containers that will reveal their contents. Paint only two thirds of the container with an opaque enamel. For the first week, use the jars with the clear windows showing...when you can, turn them around so that only auditory cues are available.. if you prefer use a separate board with materials mounted on it so that a child can find the similar sound, and also indicate contents that produced the sound.

5. Next we can work the ability to recognize an auditory configuration. Not all sounds are single or separate, we ordinarily experience them in cluster, not only in language where a single word might be composed of fifteen or twenty sound sequences, but also in the sounds of our environment where we know we are near a playground because we can hear children laughing, the squeak of swings and see saws, the sounds of balls bouncing and the running of children etc. What we would aim for is the child's ability to identify the meanings behind a sound cluster and to associate it with a visual figure.

Commercial sound effects records that are available at most record shops are an easy way to prepare this material. Let's suppose that you could transfer the sounds that are associated with four pictures....a door a telephone..a car....and a phonograph.. In the first case you would record on your cassette-a knock and the sound of opening and closing for the second, - a ring, the receiver lifting, and a voice saying "hello". for the third - the sounds of traffic and cars starting, horn etc. for the fourth - music.

Now you are prepared to have a child listen to a rather complex auditory sequence and indicate which picture belongs to it. You are asking him to perform tasks that are not very different from the reception and deciphering of spoken language.

6. The sixth set of tasks involve developing the ability to use auditory stimuli for their sign value. In the same way that we hoped to have children identify a set of events with a picture we can try to have them associate some activities in their day with a sound. The most simple would be the use of music as a sign that a rest period was beginning. Of course it should be appropriate, orchestral, non-rhythmic material and always the same selection...or we could use simple dinner chimes to announce snacks, or an alarm clock for cleanup or any consistent signal for a daily activity. Once this step has been reached you are already operating on the level of language. You have helped the child to understand his environment by interpreting the meaning behind sounds. The bell, or the chime, or the music is functioning like a complete sentence, saying "now it is time to rest" and the child indicates his understanding by going to the proper place, stopping other activities, looking for his pillow etc.

Next time lets discuss how these prelanguage activities and abilities have prepared the child for structured language learning.

STRUCTURED language acquisition

in service training pkg. 3

B. Hansen

Now after our discussions about pre-language skills, we are ready to consider another step in the development of language. It probably is true that many children can acquire language relatively easily by simple exposure to the modeling activities of the world around them. Partially by their own efforts, and partly by the fact that they cannot, in a way, ignore the lessons of the usefulness of language, many unexceptional children acquire words and considerable language sophistication, without our doing anything extraordinary.

On the other hand, the children we have been talking about will need a number of special methods in order to acquire functioning skills. Let me present to you one of the possible language interventions that is adapted from a body of methods developed for use with hearing-impaired and later with aphasic-child education. . . . namely a method of structured language acquisition.

The method described here will center its concerns on the development of:

1. self-management skills. --we must recognize that some of our population have special problems in controlling their own impulses staying in one place, keeping their eyes, and bodies, and ears, and minds available enough so that we can work with them toward language skills.
2. attention capabilities --many times at a reduced level, they must be bolstered by the familiarity of a rewarding routine as well as by a set of sequential tasks that do not overburden the child's emerging ability to attend
3. routinized operations --that respond to the sequencing and ordering deficits that we have discussed earlier.

4. a unified approach to language, speech, visual and auditory associations, reading, and writing skills rather than trying to develop each of them in isolation, with all of the improved possibilities for richer storage and retrieval mechanisms.
5. Short and long term retention skills, essential to language.
In addition this method uses:
6. small units of learning --single sounds, simple configurations, and is essentially a strongly sequential method.
7. stresses motivation based on social rewards and recognitions both from the teacher and peer group
8. keeps language input simple
9. promotes receptive and expressive skills on the same level
10. and has life-task uses No matter at what point the program is stopped with an individual child. For example, even if all the child learns is to read, write and say his own name, we have given him a useful tool to use in life situations.

In a way I have detailed a set of requirements for almost any language program to be used with cognitively-impaired children. Let me now give you a concrete picture of this method. Let's look at a set of steps which are used over and over again. The materials we present may differ and become perhaps more difficult, but the essential sequence of the learning step stays the same. The method is built into these separate operations.

first-three learning operation

1. you write the sound and help the child to find a lip position and guide him in the production of the sound. Let him copy your model

(the child says the sound he lowers the kinesthetic cues, sees the)

(letter, and sees the sound on your lips, and hears it from you and)

(and from himself.)

2. you make the visual association to letters and pictures. you or an aide can help the child in pointing, or touching, or grouping materials that belong together.

(the child watches the associations and enters with you into the pointing and grouping activities that help him to associate sounds, letters, and pictures.)

3. you aid motor associations by writing the symbol while you say it and helping the child to begin writing -see elementary writing skills.

(The child writes the symbol)

next, there are three aided and cued performances
in which the child has some help from environmental cues

4. you say the sound, but this time eliminate the lip placement cues (perhaps gradually...perhaps only part-cued) while the child looks at a card for his primary visual association.

(the child repeats the sound looking at the card)

5. move the child to the visual-visual matches; the card, the symbol on the board, the picture etc.

(the child matches the card to letters and pictures)

6. you turn the child toward the group (even if there is only one other child) he must not see the board or the chart or your face.

(the child holds the card up and repeats the sound after you.)

Now we have the steps that are completely independent where you do not provide the responses for the child to copy but rather he has to demonstrate that he has retained the abilities he practiced with you in the previous minutes.

7. you keep the child turned away from you; preferably have him step into another square that is exactly in front of you, where he will always be doing independent work. You hold the card in front of him then place it in his hands so that it faces the other children.. "what is this?"

(the child gives the sound)

8. now you show him the picture and place it in his hands so that it faces the other children "What is the first sound?"
(it is important to phrase this question correctly and to count the sound off on your fingers because he is going to sequence the sounds on his fingers at a later date)

(the child gives the sound; later he will be giving a sequence of sounds and a word)

9. you reward the performance with praise and release him to his place in the circle "very good..thank you..sit down please" and call the next child "natalie..stand up..etc..."

making it work

Obviously this kind of language acquisition process may not be feasible for every child...severe physical handicaps, immobile children, very low-function children without the potential capacity for speaking, reading, or writing tasks, and others will not be suitable candidates for this kind of intervention. At another time we can discuss other routes of language acquisition that are likely to be more effective.

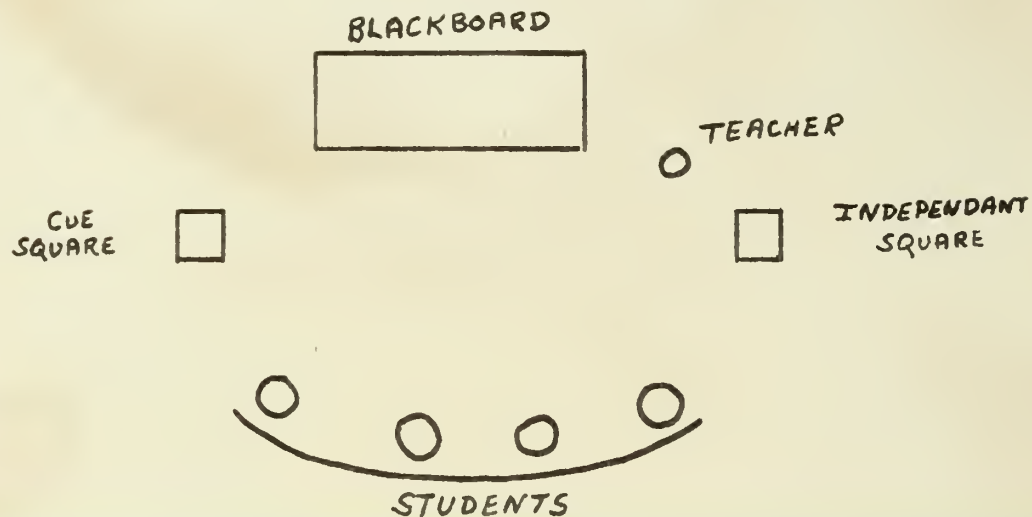
Even with the good candidates, we will not be able to simply start with step one and expect anything but chaos. So lets discuss for a moment the kinds of preparation experiences, and the materials, and the physical settings that we would need to carry out this program.

First of all let's assume that the pre-language activities that were covered in preceeding sections are the necessary first steps. Do not attempt this program with children who have not satisfactorily completed both the visual skill program and the auditory skill program.

Now think with me for a moment about the equipment you will need. A non-distracting space is the first essential. a place with a low visual distraction level. Remember much of the success you will achieve will depend on the way you can create new attention skills..If you are working with a group, you will need an aide to control the children who are not performing, to keep them in their seats, to keep their attention on the material, to keep the heads turned toward you, to take them quietly to the bathroom if necessary, to help them to retain a learning "set." You should probably work in small groups. Any more than four people will make an excessive demand on their ability to wait. You will need chairs, a blackboard, a chair for yourself, two squares in masking tape on the floor, individual cards for sounds and pictures, large charts where you can have materials on constant displays etc.

The squares on the floor, you will find, are excellent ways to introduce a routine that will help the child to control his extra behavior. The one to the side is always where he goes through the teaching steps..The one in front of you is where he always does his independent work. Remember that the routine is an important part of this method. Your own needs and abilities to be flexible may introduce chaos into his learning sequence.

Built into this method are strong socia-reward structures with 1. teacher approval 2. teacher proximity 3. and approval from other children as the primary elements. Like all education this one works on the love principle.



You might consider early separate training for some of the following components in this process...

1. Elementary directions...Almost all of the children will need special attention during each session to ensure that they are able to comprehend and follow simple directions..Keep the requests exactly the same each time, and use your aides to move the children in response until these routines become immediate and accurate... "stand up, come here, stand in the square, turn around, sit down" These are the bare minimum for operating in this structure. The other basic requests are "Look...listen...say it." but all of these last items must be regarded as behaviors that emerge from the program. Accept mistakes, moments of confusion and inattention as steps along the way.
2. Elementary writing skills...Since this method uses motor activities both in producing sounds and in producing written symbols as one of the basic components in learning the language aggregate (a set of sounds, meanings, associated pictures, symbols and behaviors), you may want to

prepare the child for writing molecules. Holding a piece of chalk with thumb opposition ("two fingers please, now close") and aided-writing (where you put your little finger into theirs and you guide the writing) are activities you may want to practice before you begin. Curative writing is suggested because it gives visual support to later tasks in sound combinations. The only preliminary tasks are the ability, at first,

(aided by teacher's hand):

3. Elementary sound production. The main requirement is that the child be capable of potentially producing single sounds with a kinesthetic cue. For example, the production of mmmmmmmm can be cued and formed by placing all fingers over the mouth, press and hold; whereas the sound Buh would use all fingers, press and release; the sound u fingers on one side, thumb on the other, help the lips to purse and pull forward (as though drawing the sound out). Many of the children who produce no sounds, or those who babble because they are (among other factors) not attending to the oral procedure, are able to gain control of the speech-initiating mechanism this way. Of course they must learn to tolerate the touching and molding procedure, and this may mean some preparatory steps.

4. Elementary visuals. You will need some materials to help in making all the associations that are part of this method. Some of the following may be helpful... a command chart that has the basic requests on it:

"stand up, come here, stand on the square, turn around, sit down."

These should have photos or drawings that illustrate each idea, and pockets beneath each item that will allow matching tasks to be used.

A name chart with photos of the children. Again pockets underneath so that children can learn not only to identify themselves and others, but can practice their emerging skills in attaching sounds and written words to the proper referents.

...A sound chart that helps you to keep track of the materials you are currently using, record the enlarging language capital of the children and perhaps a word chart of similar construction

5. Elementary aurals...remember to use auditory stimuli appropriately a tape recorder with your own voice or someone else's can be used in activities which require the child to match the sounds...names...or commands that they hear with appropriate visuals by appropriate behavior (finding the person, following the instruction, pointing to the letter etc.) This kind of activity is particularly helpful in single sessions with individual children.

First materials.... these should be relatively simple, visual consonants, and long vowel sounds

1. m...b..oo..e..o..k

2. moo boo me be(e) bo(w) ke(y)

(always write in these invisible sounds but try to eliminate discussion or attempts to articulate them)

3. pictures of cow, ghost, mirror, honey bee, hair ribbon, key

Kinaesthetic cue=speech forming

Pkg. 4

Since one of our central concerns...aiding the cognitively-impaired child to acquire language..involves not just one approach, but many different strategies, I thought I would share with you another of the possibilities.

...kinaesthetic cue-speech forming

Some children seem to require highly consistent visual and motor cues in order to initiate speech. Some of these remain silent or relatively so. Others eventually produce sounds but not with the precision or the voluntary control that will eventuate in language units. One of the methods by which these children might be helped may well involve an organized set of visual cues that serve to prepare the musculature and to give extra attention to the initial sound - producing problem...that is to say, for some individuals, smoothing the way for an easy utterance of the beginning sound in the word "bye" may make it easier for him to produce the word. As a by-product he may become more aware and more able to produce the same sound in the middle of words like "above" or at the ends of words like "knob"

When many of these specific problems are noticed ("he can't seem to get started" or "I know he's saying something, but I can't understand"), we can sometimes profitably spend some time with a language intervention like the one I am going to describe.

In essence this is a method of teaching sound production by 1. a set of live visual motor cues that give information about lip, tongue positions that are given by a teacher. If you look at the materials I have prepared, you can see exactly what you have to learn in order to use this method. the exact cues must remain consistent, and be repeated many times if they are to work.

2. a set of static visual motor cues that are contained in pictures that give the same information in a more condensed form. Looking at these pictures can become a sufficient cue for the production of each sound by the child. He sees a person with a hand over his mouth and another on his chest and can learn that this means "mmmmmmmmmm."

3. a set of end product visual cues in the form of pictures that give only the face of an individual making a sound...Some of the sound elements in the English language are highly visible (although not all). A great deal of information can actually be taken from the sight of language on someone's lips. Many deaf children and adults are dependent on only this talent and function beautifully. Of course we will not expect our children to use this as their only resource but it can be a help.

4. a phoneme capital list. The separate sounds that are employed in building words are called phonemes. They are not quite the same as letters, although in some cases they coincide with them. In any case, knowing specifically what the capability of the child is, in terms of sounds he can produce, is one step toward understanding better how to deal with him in a program of language training. In addition the tying of written symbols to our own speech is a significant step toward reading skills.

Although some of these elements are contained structured language materials that we have discussed previously..the specific method that I am describing is probably more suitable to sessions with single children. Think of it this way...You have a set of six materials which will all push a child toward the correct production of a single sound. If he never made the sound before, it may have been because he needed the extra direction, urging, structuring that these six materials can produce. (assuming for the moment that he can demonstrate on prelanguage tasks that he is ready for the visual and auditory aspects involved)

The six elements are:

1. the sight of you performing the motor cue task
2. the feelings of the lip-tongue preparations of his own body-
the ones you have helped him to make
3. hearing the sound from you
4. the cue pictures
5. the sound pictures
6. the symbols (letters) themselves

If you consistently combine all of these elements into an organized presentation of speech tasks you have another method of improving his ability to speak

Hints for Using the Materials Effectively

The strongest demand is the one which uses all of the six components. The weakest demand is the use of the sixth alone; that is the task which is the hardest and should be the end result with a high-potential child.

The cue system must be unusually consistent in order to work; don't allow your gesture cues to get sloppy.

If the child continues to use self cues...he insists on placing his hands or fingers near his mouth to prepare for sound production..let him! These beginning initial methods will disappear in time by themselves. In other words, he is doing precisely what you have taught him to do, and may simply be telling you that he still needs this method in order to produce sounds.

Whenever possible use two sounds or three at a time, ones that are distinctly different. The discriminations that he will learn between the tasks, the sounds, the cues, the symbols are most important.

b-fingers press and release lips, Other hand on chest.

d-thumb under chin (mouth closed), tap upper lip other hand on chest

f-index finger pushes lip under front teeth

g-index finger and thumb press opposite sides of throat as though choking
other hand on chest

h-open mouth - hold palm in front

i-is "ah" and "ee"

k-index finger and thumb press opposite sides of throat as though choking

l-two possibilities - index finger curves to illustrate tongue curve-
other hand lifts jaw so head tips up (or teach with teeth together,
smiling position) and index finger curved.

m-palm over lips - long press - other hand

n. Thumb under jaw (close mouth) finger presses at side of nose.
p- fingers press lips and release
rr. thumb and first finger squeeze sides of lips to produce pursing
(like oo) index finger presses on chin to lower jaw
s. thumb and third finger at corners of mouth to produce smile.
t. thumb under chin to keep jaw from dropping tap upper lip (use smile position).
u. is "ee - oo"
v. index finger pushes lip under front teeth
w thumb and third finger at corners of mouth to produce smile - other hand "pulls out sound."

ah-one finger presses on jaw to open it - hand on chest
ee-thumb and third finger at corners of mouth to produce smile. other hand on chest
oo-thumb and first finger squeeze sides of lips to produce pursing other hand on chest.
aw-one finger stroke cheek (mouth open)
oh-one finger stroke each side of cheeks (less mouth opening).
sh-thumb and first finger squeeze sides of lips to produce pursing index nail pressed against exposed teeth
ch-thumb and first finger squeeze sides of lips to produce pursing index nail taps exposed teeth
th-thumb and first finger pinch just in front of lips to demonstrate biting tongue tip.

There are the motor-placement cues for most of the sounds in English- in most cases you are indicating lip placement, or tongue placements - you might notice that some sounds are the same as far as the mouth is concerned the sound of "B" and "P" are similar. They are called "sonant" and "surd" varieties.. In terms of the signals you give, in general the sonnant varies the one with sound underneath it like "B" is usually called for by placing one hand on the chest. When the child takes over the tasks of signaling himself he will feel the vibrations of his own sounds..whereas "p" has the same lip signal but no hand on the chest therefore it is made without vocal sound. Longer sounds are cued by pressing, like "mmmmmm". Short sounds are cued by tapping like "t".

We have practiced all of these together, I hope they are helpful. Remember these signals are not an end in themselves. It doesn't really matter if the child learns to produce them. All that counts is that these help him to organize his motor behavior so that he can produce the sound.

Gesture-aided
Language acquisition
Inservice Training pkg. 5
Barin Hansen

Since we have been discussing specific kinds of language strategies that we can apply to our populations to aid in the development of speech and language, this may be a good moment to introduce the concept of gesture-aided programs.

The basic idea of introducing, teaching, or confirming language skills by adding gestural components is very familiar to all of us.

Highly organized programs in "signing" have been used for years with hearing-impaired populations (in spite of the fact that they were strongly resisted in some states in favor of completely aural methods). In recent years speech pathologists have seen wider applications of more general gestural systems that are not so specific as "signing". They have been aware that natural gesture is almost a sublanguage which can operate quite nicely to fill in the gaps in expressive abilities. At the same time the acquisition of a gesture vocabulary can be used as a step in the larger process of developing speech and language. There are some children who, because of hearing impairments, specific language disabilities, dysarthric problems, motor sequencing difficulties, or even simple visual-mode preferences, will acquire gesture proficiencies easier than speech, or who may acquire speech through the mediation of gesture programs.

Let's consider some of the possibilities for a gestural-aided program in school settings. The requirements for working this way with a child would have to include the following: first a suitable child...this means identifying a child who is not developing language orally and who already has started to "talk" with you by means of gesture...who has indicated either his inability to operate under other frameworks or his readiness for this kind of experience. next a method...we will need a set of materials and operations. Remember we are regarding this whole area as simply an enrichment of the expression possibilities for the child, and as a step toward speech, not as an end in itself. This means that we are not thinking of a five-year curriculum, but rather a short, incidental method. We are not making a special means of communication but rather developing gestural skills and tying them to the larger problem of language development.

One way to look at this problem is to survey the learning melange, to look at the things that we are asking the individual to learn and associate together. These would be:

1. a set of pictures (visual task)
 2. a set of key words (auditory task)
 3. a group of gestures (visual-motor task)
 4. dichotic learning bits (cognitive-task)
- plus (initial sounds and initial letters for some children)

Picture set

animal, back, come, down, empty, full, go, here, in, jump, key, listen, money, no, off, pocket, ring, speak, two, up, walk, yes, there child,

ache, eat, eye, open, you, out, on, one, me.

some of these speak for themselves, others will require some imagination on the child's part to interpret, but all of them have the potential of explaining visually the language concept; and they are important ingredients in the training process.

These are set up in groups of two or three so that they can be learned by teaching the child first to discriminate between the words and concepts and gestures. To notice the difference between "up" and "down" for example is one of the steps in developing in concepts that these words stand for.. So I have listed them in groups. You will notice that these words are chosen because they represent, easy words that are within the framework of minimal speech, and they use the complete phonetic inventory of sound in the initial position. They roughly correspond to all of the alphabet with the exception of "X" (which is really phonetically a combination of KKK and SSS) -- "V" (which is only an FFF with sound underneath and besides has no early word associated with it in the minimal vocabulary) "Z" (an SSS with sound underneath which again has no basic word) and "Q" (which is the same phonetic sound as KKK). It is important to remember that this is not a method which aims at reading skill. Instead we are using the visual-motor auditory ingredients to produce an early language acquisition.

animal----	child	money----	pocket
back-----	eye	no-----	yes
come-----	go	off-----	on
down-----	up	two-----	one
empty-----	full	ache-----	eat
here-----	there	you-----	me
in-----	out		
jump-----	walk		
key---open---	shut		
ring--listen--	speak		

Gesture Set

The problem here is to establish a group of gestures which will be generally expressive, which can be used at times as an early substitute for speech skills and which can be tied to the acquisition of spoken language. They should be relatively easy for anyone to recognize. If the child learns the gestures easier than the words, don't be upset. This simply meant that you have chosen the correct method. You have, indeed, chosen a program which capitalizes on his talents and uses them to help him develop language. The gestures themselves, remember, are a form of language. You must keep them consistent however, and be willing to let him talk to you at times using this special vocabulary. Naturally right from the beginning you encourage him to vocalize along with the gestures even if the sounds he makes are very primitive.

<u>concept</u>	<u>appropriate gesture</u>
animal...	pats head of imaginary animal close to the ground
child...	pats head of imaginary child at the appropriate level
back...	pats his own back (around the waist area)
eye...	touches with index finger just below the eye
come...	finger curved motions "come to me"

go... finger straight pushes away strongly
up... finger points down, arm straight
empty... hand curves around imaginary glass and empties it

Concept Appropriate gesture

full... hand curves around imaginary glass and extends it to show contents
here... one finger points out to side, straight arm
there... finger points out to side, straight arm
in... thumb extends from closed fist and motions toward the body
out... thumb extends from closed fist and motions away from the body
walk... walk in place
key... thumb and index finger pinch
open... two palms illustrate the open top of an imaginary box
shut... two palms illustrate the shut top of an imaginary box
ring... index finger circles (like dialing)
listen... hand in same position as holding a phone (Touching ear, fist closed)
speak... hand flat on front of mouth, fingers pointing toward person in front..
money... thumb rubs opposing fingers
pocket... palm taps side of leg where pocket would be
no... head shakes
yes... head nods
off... thumb and index pinch, imaginary switch on palm of other hand & push up
on... thumb and index pinch imaginary switch on palm of other hand and push down
one... one index finger held up in front of face
two... first and second fingers held up in front of face
ache... hand touches opposed shoulder, grimace
eat... closed hand rises to mouth
you... both hands extend in front palms facing (as though you would touch another person on both sides
me... hands cross on chest
jump... perform small jump in place

How to Use the Materials

A little bit of practice will help you to become familiar with the material. Choose one of the word sets. Suppose it is "ring..listen..speak" Present the child with the word. You say it, "ring", Show him the picture. Repeat the word. Let him watch you give the gesture as you present the picture. Let him watch you give the gesture as you say the word. If you can, add an experience (use a play phone that rings). If you are dealing with a potential "transition" candidate make all of these associations to a card with the word written on it. At each stop encourage a vocal responses. Go through the same process with the other words "Listen and Speak". Now put the materials in three piles, both physically and in your mind. Give the gesture and the word. Ask the child to point to the correct cluster (which may contain a picture, an object, a word). Continue with this task until the recognition reactions are secure. Then start with the process where you produce the picture and he responds with the gesture (even if you have to help with positioning or must accept a raw approximation.) Remember to continue to review the old skills as you travel from one unit to another. Working

on "money..pocket" must be combined with review of other materials already mastered.. Have you notice that this group of materials contains the possibilities for sentences? Connected gesture possibilities and connected word possibilities (even if they are ungrammatical) might be end-products of this program..." you,...eat...here" or me...go...out" The essential thing is that you may be able to make the important breakthru with these materials. You may enable a child to use a form of communication, or help him to see the fun or the use in it, or you may make it possible for him to acquire language in other (less "special") ways.

Inservice Training

Unit 6

Contemporaneous Echo Therapy

B. Hansen

Contemporaneous echo therapies...

In the process of developing adequate language some individuals have a pattern of difficulties that suggest a special intervention scheme. I am thinking specifically of those children (or adults) who are separated from the use of their language potential by problems related to:

1. initiation and formulation difficulties...each word, each thought seems to involve special effort in order to produce it. Sometimes these difficulties are related to motor difficulties in coordinating all the many separate movements that are necessary in order to produce speech; sometimes they are related to intellectual problems in trying to select words quickly that will express meanings; and sometimes to a more general hesitancy in producing language. If a child has not been terribly successful in understanding others or having them understand him, an overall attitude of timidity, fear of failure, unwillingness to engage in a laborious process.. all of these may diminish his production of language.
2. special fluency problems which are the summation of psychological hesitancies and motor inadequacies, and are compounded by the fact that the individual simply does not engage in language behavior enough to be able to get these skills to the quick automatic level that is necessary for fluent speech; he lacks fluency practice. As long as there is struggle to find a word and to pronounce it, he is unlikely to produce fluent, connected speech patterns.
3. In addition this same individual may have central cognitive disturbances that limits his ability to complete verbal patterns..to perceive the larger units...for example in order to finish the numbers up to ten after I tell you the first few, you must have the idea of the total pattern, you must perceive that I have left it incomplete, and then you can choose to complete it for me. Much of our verbal behavior exists inside this general framework...We get an idea of what the total conversation is going to be, and we "fill in" our part of it as a kind of puzzle-completion exercise. this is particularly true of social speech (like greeting sequences casual social responses that prepare the way for more complicated content etc.)
4. and lastly, he may have some general difficulty in establishing a normal communicative response pattern. The basic formula of one person speaking and then the other, and then the first person again (a kind of verbal sandwich) may, for a number of reasons, be missing in his behavior. Certainly this kind of individual is not rare in MR settings. He may not be really non-verbal, and his general motor patterns may not be so serious that we want to center all of our attention on them...but this combination of factors that I have listed above generally culminates in a relatively withdrawn,

relatively silent personality who needs assistance in order to become more proficient verbally.

For these individuals you might want to consider a Contemporaneous - Echo therapy. You will not need a great deal of special material. A tape recorder, a comfortable ear phone (I would particularly recommend the one-ear, acoustic-chamber types)

Fig.



will suffice, combined with suitable visual referents such as illustrated childrens books and peabody-type cards. The major materials will be your own knowledge of the methods, and your own sensitivity to the child's emerging abilities.

Let's approach the therapy in four steps:

A. the first Level is that of Initiation and formulation

1. teach the child the apparatus you have chosen to work with. In this case let him understand through exploration, what a tape recorder does how earphones are place on his head, how to sit in front of you and hold a book or pictures.

2. Now select a short passage that will tell a story or describe a set of pictures. Naturally the material should be very simple. It should be amply illustrated (this method is not intended to teach reading skills). You should record this material on a tape. Use a light-metronome to time yourself. In most cases I start with material at a very slow rate. Thirty words per minute would not be too slow at this stage even with very simple words. Place the child in front of you with the tape going, help his to identify the pertinent pictures (you will be able to hear even though you are not wearing earphones) and encourage hime to repeat each word with you, following the recorded message.

3. Now begin to fade out your voice until he has perfected his own, independent, imitation of the recorded tape. At this point he is accurately

echoing what he hears. You can now prepare material that will require greater effort on his part. At this point you have a tape-recorded passage, a child who can talk along with what he hears on the earphones (either in concert with you, or by himself.) Some children at this point don't use all the time you have left blank in the recording for their response. They begin to repeat the words immediately after they hear them. The effect changes from "John (John)gets (gets).....up (up)..... to something which resembles this pattern: "John (John)....gets (gets).... up (up)....." Take this as a sign that the child may be asking you for a more difficult task, and begin to think of recording the passage, or a similar one, at a higher speed so that he will be required to listen more attentively and also to produce his echo more automatically.

As you begin to use faster speeds at thirty, thirty-five, forty words per minute and faster, you will notice that the child will be using less processing time for each verbalization...This means that he is being asked to ponder less, to struggle less, and to produce speech with more fluency. An important issue at this point is to recognize that this method must be built on patterns of success. You must not increase the difficulty of the material beyond the child's developing talents either in terms of the difficulty of the language or the speed.

4. You may at this point decide to introduce two-word clusters at times, or simple phrases so that you are asking the child to produce speech which is slightly more normal-sounding. Your recorded passage will now sound more like this.

"Once....upon....a time.....there was..... a little...boy...named... John...." Obviously this kind of material can only be used with a child who already has a rather sophisticated language ability...but then, the whole method is directed toward individuals whose language abilities lag behind their general comprehension and expressive powers. This whole first area of work is aimed at supplying the child with successful experiences in producing fluent speech. ...increasing the automaticity of language behavior...reducing the central processing (ponder - and struggle - time) component... and increasing the motor proficiencies that underly expressive performances. All of this was aided by removing the necessity for producing his own language, all he had to do essentially was copy language that was supplied to him by the tape recorder

B. The second level is that of content awareness and person awareness

5. Up to this time the teacher-therapist should have stayed in back of the child. One of the aspects of the communication process that interrupts or reduces fluency is the presence of other people. Our apprehensions about the listeners and their reception of our language are factors in the amount and the fluency of language we produce. Now is the moment when, without changing the content of the exercises you begin to move around the child until you are facing him. Obviously this step is crucial in establishing what will eventually be a normal communication mode. Do it little by little. Make sure that your presence is rewarding in itself. This is the moment for extreme patience and acceptance of what the child is doing. Remember to smile and relax. If you struggle with the process, he will too.

6. The next item that you will want to consider is the extent to which easy verbal outpouring is influenced by content awareness. The tasks up to this point could be described as mechanical repetitions, relatively undisturbed by having to think about the words. The child was only concentrating on producing sounds after all...and for some of them that was quite enough... Now by easy stages let's ask him to listen not only to the sounds that he is making but also to the meanings behind them. Once again we can establish a group of tasks that vary in difficulty. A simple question "who did all that?" might be at one end of the scale and "tell me the story again" (asking him to recreate all the material without the help of the recorder) would be at the other end of the scale. You will probably find that now, the child is listening in a different fashion and until this step is assimilated there will be a temporary disruption of his verbal abilities. Responses at this point need not be verbal, you can ask the child to point to the picture of a person who did something or identify the object she did it with etc.

C. The Third Level is addressed to problems of Responsiveness and exercises in completion

7. Even though we have already partly addressed ourselves to the process of turning echoes into responsive communication when we started to sit in front of the child, and when we started to ask him to recreate the material or recall the meanings,...we should spend a period specifically devoted to this problem. Essentially we want to use the echo talents that we have already created in the child; but, at the same time, emphasize the "my turn-your turn" aspect of language and introduce the problem of completing a response that is only partially echo-cued.

Let's do this in two ways...First we can prepare tapes that embody questions that the child should not echo and whispered answers that he should echo. This step in the therapy may be relatively difficult. The material will look like this:

(presenting the picture) WHO DO YOU SEE?...I see mother. (whispered)
WHAT IS SHE SAYING (aloud).....goodbye (whispered)

(presenting another picture) IS THIS A CAT?.....no, a dog
WHAT IS HE DOING?..... Jumping

In order to help the child with this new task it may be necessary to help him to be silent during the time that the tape recorder asks the question - show him how to cover his mouth, if nothing else works. By the way, at this stage it is no longer necessary to use the earphones. When the whispered answer is given, help the child to recognize that he should talk along with the machine.

8. The second stage of this kind of work involves material that looks like this:

MOTHER and John are playing outside. Who is playing?.....
(space for child to answer...help to formulate the response by
mouthing words if necessary).....What are they doing?.....
(space for the child to answer).....Where are they playing?
.....With these two steps we are attempting to help the

child maintain fluency when he is dealing with the problems of withholding his speech until the other person (or in this case the tape) is through talking; and we are asking him to complete the gaps in a conversation format that gives clues (introduces the words to be used) about the responses he should make. A temporary setback may occur again as a result of the new task elements. Keep on until the child regains his fluency.

The last Level is the area where we try to establish the communicative intent.

9. At this stage we can work within the framework of either question-answer formats, or preferably conversational response formats. Once again we will use the machine to help the child in formulating his responses, practicing with the materials etc. You first write out a sample conversation, record the part that you want the child to say, and leave an open space for you to speak your lines out loud. Then sitting in front of the child put the headphones on him, start the tape, and converse...At the beginning his responses may be tardy, or ill-pronounced, he may be dysfluent;...but if you have followed all of the preceeding steps, and you persevere on these tasks, you will soon arrive at the point where the child can perform this task too. It will sound like this:

(teacher says out loud) Hello Barbara
(child says with the tape recorder) Hello Mrs. Smith
teacher....How are you
child.....Fine, thank you
teacher:Do you have any brothers?
child.....No
teacher.....Do you have any sisters?
child.....yes
teacherHow many?
child..... I have two sisters.

etc.

10. After you have worked with these materials for a considerable time and the child is quite fluent with them, you can start to fade out the tape recorder by turning the Level very low, and perhaps eventually disposing of it entirely.

If all of these steps are followed carefully you will have increased the child's ability to converse fluently with another person. You have set up the success experiences that are necessary if the child is going to continue to enter into conversations with others. You have given him time to practice the motor skills, the timing skills, the verbal - memory skills, the formulation patterns, reduced the content and intent anxieties, and the personal confrontation fears, introduced the "taking turns" model....and done all of this in an easy sequential, approval-oriented atmosphere.....you have helped someone along the way to fluent communication.

congratulations-

Inservice Training Unit Seven
Echolalic Limitations

Frequently in the descriptions of children or of their behavior in classroom settings, we hear the word "echo" or "echolalia" to describe their verbal behavior. Actually "echolalia" in its pure form is quite rare. We might define it as an exact imitation of someone else's words., essentially disconnected from meaning functions, exhibiting precocious talents, that are too complicated in terms of motor abilities, or semantic components to belong to that child (unusual words, complicated constructions that simply do not fit the child). In a pure form it would probably include an approximate copy of stress, intonation, and voice characteristics, and might well include copies of gestural or postural language as well.

With all of these requirements, before you actually begin to use the term "echolalia", you can see that most of the time we are observing children who simply have the tendency not the full-blown syndrome. Most of your children will not be exclusively echolalic....they will, at times, produce language that is not an immediate copy of someone else's speech..... or they will produce altered copies, rearranging the words or simplifying the expressions, reproducing the same material at their own level of language, rather than perfect verbal copies.

Another possibility is that this echoing tendency may be only a step in the development of independent language..... a time when they are practicing and trying out new language skills- that will eventually be their own. They may be simply going through a stage of preparation for independent language. Add to this observation, the fact that they are frequently adding some degree of personal, independent expression, (combined with the echo) in the areas of gesture, postural attitude, intonation pattern etc.

With these reservations in mind, let's tentatively say that some children may have more echo-related language than we would expect, or seem to stay at this level for too long, and we would like to move them toward a more independent language style.

As usual, in developing an educational strategy to deal with this problem, we should try to devise a number of specific steps to reach our ultimate goal, and some specific training methods for each of these steps. Let's think of four general levels of performance that we want to establish.....

- a. shared sequences
- b. delayed echoes
- c. alternating speech patterns
- d. divergent responses

In each of these areas we can now attempt to identify some activities that would strengthen the general progression from imitation to independent language.

A. Shared Sequences

1. I usually like to start a therapeutic intervention at the lowest level where I can expect change. For the children we have been discussing this usually means that we have to use their existing abilities to echo.... and work from there to an unnoticed independence. In a way we actually trick the child into a new behavior. Let me illustrate how this might work. You might select an automatic sequence... the numbers from one to ten, the days of the week, naming a line of pictures of the members of the class, the first seven letters of the alphabet etc. Select any sequence; the only requirement is that the child must have known the sequence long enough so that he could be expected to say it automatically, without thinking, without what we have referred to in other sessions as "ponder and struggle time." You start out by perfecting this sequence with him; you first say the words a unit at a time and allow him to echo each item after you, until he is sure of the words.
2. Then you try to persuade the child to say the same sequence with you rather than after you. Use a large, rhythmic body-movement to accompany this activity. Rock back and forth with arms stretched out to the sides, or take big steps from one square on the floor to another, any large activity which will distract the child's attention from the language task, and at the same time help him to initiate each item by linking his speech to a cadenced body pattern. At the point when he is saying each word with you, he has already abandoned, to some extent, his previous echo pattern.
3. Now you can use the same sequence and fade out your participation until the child runs through the sequence by himself. Don't mistake this for independent language. Remember we are still dealing with an automatic sequence that is not as meaningful, as intentional (or what is sometimes referred to as "propositional") as conversation or independent language. But, at least on the motor level, the child has departed from the slavish imitation of his previous echo format.

B. Now let's consider the second step. Delayed Echos.....

4. Again you must return to the basic repetition task, the area you know the child can perform well. Select for this area, a set of pictures to be named. Simple objects, well within the child's ability to recognize. Peabody cards might be helpful here, or a set of photos of classroom objects, or places you visited together. Be content for the moment if the child will simply repeat single "naming words" after you.

5. Now we introduce a delay before he is allowed to repeat the word. Ask him to control his echo, to withhold it until you give a signal. Perhaps a buzzer or a gong would make a good "release" signal. Or if your preference is for motor activity, ask the child to stand up before speaking or to clap his hands before making his utterance, or to take a giant step, and then speak.
6. You can see that at this point we are working to break up the pattern of literal, immediate imitation.... and that everything that leads to a delay, or an lateration in the echo responses will eventaully aid in our final goal of independent, meaningful, intentional speech. Perhaps at this point it has already occurred to you that instead of putting a sound, or a silence inbetween the material that we say and the child's imitation of it we could introduce words.. You could for example, record a number of sentences with the names of the children in the classroom at the end of each sentence "she gave a cookie to John" "He went to visit Sally"...etc.) When you record the material you say the name louder than any of the other words. Then you assist the child in repeating only th names, and learning to ignore and suppress the other words. As soon as he can do this you introduce sentences which have the names near the end or at the middle, or at the beginning "John ate two doughnuts".....child repeats with you "John"..... "He gave the plate to Mary after a while"....child repeats with you "Mary" At this stage you are asking the child to control his tendency to repeat, to listen selectively, to withhold his language for a moment, and to suppress some of the words and to produce only the loud names.
7. The next step involves setting up the MY TURN YOU TURN model that will promote conversational responses rather than echos.

The child who was able to perform the sixth task is now ready to be involved with material that will set up the model for conversational responses. Part of the problem with the echolalic child is that he seems to lack the concept of the "verbal sandwich" that we have discussed earlier..... the idea of listening, then speaking, etc. is simply not his style at the moment. But we can begin to introduce him to this basic communication mode. We use materials similar to the stage-six sentences, but now we insert a question before the echo.... the tape recorder says "John ate the doughnuts." the teacher asks "Who ate them?" Child answers "John" Of course this will only work if he has already learned to echo only the loud accented word. In a way, we have tricked him again into this conversational model. We can continue in this manner with a lot of materials.

We can name an object and then ask him a question....

"Ball.....what is it?" (teacher)

"Ball" (child answers)

"He dropped the book on the floor" (tape recorder)

"What did he drop?" (teacher)

"Book" (child)

Of course he is still only echoing something we have said previously, but this exchange is beginning to resemble a conversational response. We can use pictures to illustrate what we are talking about, or we can demonstrate our meanings with gestures, or we can work entirely with words. We can ask him to repeat what he says "What did you say?.....I didn't hear you..." every time that he produces words that are not exactly the same as our last words, he is escaping echolalic limitations

D. Now you are ready to try the last crucial stage in this method....

You are ready to TEACH A DIVERGENT RESPONSE.

8. You are ready to help the child explore the many ways, and the many pleasures of saying things that belong to him, that are not repetitions of someone else's speech. At this point the tape recorder may become your best friend...Try taping a little conversation, leaving blanks where another person can fill in a response. Then help the child to formulate a group of standard answers to the machine. At first he will need to say his lines with your help (cueing each word or saying them with him) Eventually he will be able - to "go it alone".

What this process accomplishes is a real exchange of intentional, self-formulated responses....This is actually conversation, it is simply done in a form that makes minimal demands on the child, allows him to practice the skills until he can perfect them

Tape-good morning

Child-good morning

Tape - How are you?

Child - Fine

Tape - Did you have breakfast this morning

Child - Yes

- What did you eat?
- Cereal
- Is someone with you?
- My teacher
- What is her name?
- Mrs. Magillicuddy
- I have to go now
- Goodbye
- Goodbye

9. At this point to round out his education in divergent language, introduce him to paired opposites. You say "big" he says "small" you say "indoors", he says "outdoors " Start out with heavily-cued responses perhaps helping him with pictures and even lip movements that hint at the words he should say; but aim for the magic moment when the child asserts himself and starts to enjoy contradicting you.
10. We are left with only the finishing touches for this process of learning divergent responses...This is the step where we consciously ask the child to make strong disagreeing statements....You state something which is obviously wrong or impossible.... you say "I am a desk" and at the beginning you want the child to say simply "no"... Then encourage him to lengthen his response to "no you are not" or "No you are a teacher" or any other statement that shows that he disagrees. The legitimacy of disagreement, the acceptance of your part of his divergent response is the point at this stage. Essentially we want to demonstrate to him that he can and should abandon his echos, that nothing bad will happen when he does abandon them, that he will enjoy it.
that he will receive approval when he produces a divergent response.

Well there you are! It took you a long time...but you are now ten thousand miles away from his initial echolalic limitations..... congratulations!!!!

Inservice Training

#8

Language Reinforcement

It seems appropriate after considering a number of specific interventions in the language acquisition process that we explore the general area of language reinforcement. It should be possible to think about language from the point of view of a child who will acquire an expanding repertoire of language behaviors if they make him more comfortable, bring him rewards, or satisfy him in some way. If we think of ways in which we can increase his satisfaction with the whole picture of verbal behavior, we might be able to develop some consistent reinforcements that would generally support language development....in contrast to the very specific therapies and educational strategies that we have been concerned with up to this point.

Let's approach this problem in several ways..We can discuss:

1. general permissiveness -
2. the uses of speech
3. language as a method of compliance and manipulation
4. and documenting success.

I. Permissiveness.....

The first area we should explore is the general permissiveness that we promote concerning language in the classroom...Orperhaps even more basic, just plain old noise-making. It is surprising to realize that while we are busy pursuing, specific goals, incredibly complicated educational strategies, behavioral objectives, and the myriad of sophisticated and valuable interventions that our busy minds develop....we may become quite strict about allowing children to make sounds, to indulge in shrieks, groans, sighs, shouts and shrill babbling..The pity is that without a generally permissive atmosphere in which all of these peculiar verbal behaviors are tolerated, language behavior itself may be slow in appearing.

After all, there is an entertainment value in sound for any child. Babies go through a stage of vocal play and even as adults will hum, mumble, and sing for no reason other than the fact that it is fun. For a child, these kinds of vocal-play activities are even more important because they are his way of preparing for language, rehearsing abilities that will eventually be incorporated in speech. In addition there is a general cathartic value in vocal expression. Aside from the fact that we use speech and sounds to communicate our ideas, we also use them to relieve our tensions, to release energies. Thirdly, these activities are also, for the child, ways of exploring the possibilities in vocal behavior and motor control, and they therefore are part of the total picture of the language acquisition process....

This all means that unless we can give ourselves a check mark for promoting a generally permissive attitude toward sound-making and general language behavior in the classroom, the rest of our program with all of its "advanced language methods" will have a limited effect.

If you want to estimate your own adequacy in this area try answering the following.....

How do you deal with a child that screams for the fun of it? What would you do with a child that repeated a single word or sound endlessly, and kept it up even when you told him to stop? When a child mispronounces something because he thinks it's funny, what do you say? Have you ever joined in with a child who was sitting quietly in a corner making funny clicking noises? Have you ever joined in a "non-serious" tantrum that included a lot of yelling? Maybe the extent to which you permit, ignore, encourage, or join any of these, is an early indication of the level of language reinforcement in your setting.

II Now Let's look for a moment at some of the uses of Speech, that is, the uses for the child. If we can recognize some of the reasons that prompt him to make sounds, gestures, imitative behaviors, then we can reinforce those behaviors by responding to the underlying needs and motives. Perhaps the most obvious reason for producing language is that an individual can get extra attention by this method. A child soon learns that making noises, in general, and speech in specific, is an excellent method for attracting the attention of adults in his environment. Perhaps the most primitive vocalization, on the part of the neonate, are at times language units with the message "look at me," "pay attention to me," "come to me," "play with me," "acknowledge my existence." On this very basic level the "attention" is the total reason at times for making sounds...later on it is one of the reasons underlying much of our verbal behavior. If this basic reason is frustrated, if we tend to ignore the noisy child, if we are not consistently

hearing "the squeaky wheel" we can unconsciously stamp out much of the elementary sound exploration in the young child, and we might even impede the whole process of acquiring language. Our ignoring his vocal attempts to attract attention may leave a child with the suspicion that vocalization does not pay off. In the classroom setting, there are some special problems in this regard. Naturally we want the child to be reasonable. We can't deal very well with a group of children, all clamoring for attention. We don't want them to remain on this primitive, sound-making level for too long, and besides the noise threatens our own needs for structure and reasonable comfort.

But at some point we have to ask ourselves whether our basic attitudes about "cries for attention" are promoting language behaviors or are they promoting uncommunicative silences. It may be that the quiet, well-behaved child is not really developing vocal talents.

The next most obvious use of vocal noise for the child is his request for special treats and treatments. He asks many times either in words, or sounds, or gestures, for the things he likes. If he does not receive them as a result of verbal behavior, and if the requests are not recognized and complied with, on a consistent basis, he may again, come to the conclusion that "language doesn't work". We must remember that for some children a squeal or a grunt is (in their terms) a request; that not understanding their requests means the same as denying the requests, that denying the requests (for them) is the same as saying "language is not the way to get things given to you." You can see that this puts a special burden on the teacher to recognize the primitive attempts at language for what they are, and to reinforce them by responding to the underlying meanings. If one does not generously distribute smiles, treats, hugs, jokes, favorite toys etc. on the basis of these verbal requests, one may be stamping out eventual language behavior.

The third most common use of verbalization for the child is to attract assistance. He may make noises or produce words in his attempts to get someone to help him. Sometimes it is because he can't reach something, sometimes it is because he is physically uncomfortable and needs someone to fill his stomach, or to get him to a toilet, or to remove his coat. Again the main point is that he is using a vocalization for a purpose. If we can divine the reason, and satisfy him, then we have persuaded him that "it pays to advertise vocally." At this point your ability to translate, to understand his sounds and motions are a crucial ability.

III. Another way to look at this process is to consider language as a method of influencing and being influenced by other people, and the world outside our own bodies. Language is connected to general concepts of compliance and manipulation.

For example, it is through the medium of language that a child can extend his own abilities. he can use another person, in the same way that one would use a tool, in order to get things done. He can persuade you to open a door, close a window, lift a chair, turn on water etc. Any time that he makes even an approximately appropriate vocalization and you respond as a result of it, you are not only increasing his control over the world in which he lives, but you are also proving to him that

language is the method, language is the lever by which you move the world.

If manipulating others is one benefit of language, learning how to be manipulated by others, learning how to get along with them, understand them follow their directions, object to them -or- in general, contact the, and come to terms with their demands that is another service of language. Without language one will always be moved about physically, sometimes even harshly. With language an easier accomodation, compliance, cooperation, adjustment...all of these more comfortable relationships become possible. Of course we must do everything we can to encourage the child to reach this understanding. We need to congratulate him when he understands us, and to keep our communications at a level that he has a chance to understand. We need to use simple language, clarify it with gestures and demonstrations, make it clear what we would like, and accept his vocalizations and intentions as a legitimate "bargaining" effort. To this extent that we do this, we are reinforcing language..To the extent that we leave out these considerations out of our schemes, we are actually stamping out language behavior.

You can see that a lot of his future use of language will depend on our demonstrating to the child at the very beginning that it pays him to talk with us, even to squawk at us.. In this connection would you be interested in a little device that attempts to illustrate to the child that language is a method of exerting control over the world? Of course you would! (besides, I'm going to tell you about it anyway!) The ingredients are a microphone, a voice-actuated relay, and a visual display (the ingedients I used were obtained in kit form, and employed Christmas display lights in a suitable mounting.) The essence of the device is to provide the child with a visual display that can be turned on by his voice.. as long as he makes sounds the lights will flash, but when he stops, they will also. The idea behind the device is to demonstrate one specific area in which the voice can control the external world, and to let the consequences, (the flashing display) reinforce his production of vocal behavior. (device illustrated during seminar period) You might demonstrate that lights can be turned on by a switch, a chain, or button, or a voice.

IV. To fill out our consideration of language reinforcing activities in the classroom, let's turn our attention to the process of Documenting success for the child.

Obviously it is more than simply a case of congratulating a child on the progress that he is making. The daily praise and the momentary cheers are only part of the reinforcing process. In addition to these, we need to use methods that will illustrate to the child that he is increasing his abilities, and that he is aiming for more and higher levels of language comprehension and expression. You might consider classroom charts for individual children that document their development in this area. Perhaps a bunch of pictures that illustrate all the things that he can call by name...or even special moments or days in which the newest skills of the children are celebrated and exercised. After all, why should birthdays, mere chronological inevitabilities, be celebrated, and moments of reaching new levels of language capability go unnoticed.

- Holidays _

1. The time when a child can call everyone by name
2. can use social language like "hello, goodby, please, thank you"
3. can tell a small story
4. can make three requests "can I please have? give me...? show me? come here please?.... all of these are certainly worthy of being remarked. Documenting is part of celebrating; celebrating is part of reinforcing.

In summary, maybe what we should conclude is that language reinforcement is more than saying "that's good" or "hurrah" at the appropriate moment. it is more than building a curriculum....it is a basic attitude about the worth and worthiness of the attempts, approximations, and verbal offerings of the children, and a continuing willingness to demonstrate to them that it "pays off" to communicate.

In Service Training # 9

Silent child=silent classroom

Sound Elicitation

More and more frequently we meet children who seem to be ready for language, who have met all the requirements of sufficient cognitive development. They move about their environment skillfully, know where they are going, manipulate things meaningfully... sit on chairs rather than eat them, drink their milk rather than spill it, have control over their impulsive behaviors, contact other people, etc. They may even be tugging at their teachers to attract attention, engaging in gesture and so on... but they are silent.....

These children quite frequently present a picture of tentativeness in their relationship to the world. They appear to be relatively "careful". They do not break things. They may be relatively unsocial, or preserve their sparseness with determination. Actually in many ways these children appear quite composed, quite good, quite controlled. Perhaps at this point we might begin to contrast them with the "normal child" with his more exploratory, energetic, rambunctious behavior. With many of these children there is a consistently lowered activity level that is a part of the picture of withdrawal that includes vocal silence; or the main sign of their uniqueness may be their silence.

Certainly nothing is more frustrating to the teacher who is concerned with the growth of language, as a central cognitive function, than these "quiet children." Let me suggest to you that there are atleast three general approaches to changing the behavior of these children... ways that can be easily adopted in the average classroom experience... releasing strategies..... provoking strategies..... supporting strategies.....

"Let's consider "releasing" first. By this we refer to events which can encourage a child to "let go" some of the self-control he is exerting. Children who have at one time or another met with home or educational environments in which silence was demanded... or whose first attempts at sound production did not meet with any great applause, may well decide to turn themselves off. For them we will have to attack the general inhibitory character of their personality and free them to more activity and specifically more verbal activity.

Movement Method

One method is to encourage them to verbalize... by which I mean make sounds, not necessarily meaningful sounds; by coupling movement with sound production. Stand in back of a child, hold him under the arms and walk forward, small steps first, then larger, then faster, then frenzied... As the movement becomes more energetic, encourage squeals.... "cha, ahs...eek" as he lands... In other words physically move the child in any energetic pattern that will produce physical ~fun sensations that will help in encouraging an almost reflexive sound.

It may be the best strategy in the long run, to aim at these semi-reflexive vocalizations with the child who has not responded to the ordinary stimulation of the classroom, rather than trying immediately for imitation of words.....

Activity Level Method

The second method you might consider is to encourage a high active period for the child. Invent a physically involving activity..... teach this child to throw himself in a pile of leaves.... to jump into a group of mattresses and pillows..... to jump and splash in a wading pool etc.... and at the same time that you have managed to increase his general activity level, encourage (by example) unstructured vocalizing... Couple the sounds with activity.... teach him to yell as he jumps..... to shriek as he splashes.... to scream or yelp as he falls..... remember every sound at this stage is a good sound.

Permissiveness

An important point to establish with this child is the permission of sound... Use your own vocalizations to illustrate what you would like him to do. He will never be convinced that it is alright to scream unless he consistently sees and hears you doing it. So get right in the water, jump on the leaves, yourself. Release some of your own vocal inhibitions and in doing it you will be telling him that this is permissible, desirable, socially acceptable, rewardable behavior. When he makes a sound no matter what it is, repeat it for him, using his actions and his sounds as legitimate.... and be more likely to make them purposively. Of course this is just what we want him to do eventually.... make sounds on purpose, but for the moment we are satisfied if they are the semi-automatic yelps of an excited, unrestrained "psyche".

Inhibition

This whole procedure will be much easier if you attack some of his inhibitions, head on. Frequently the silent child is withholding sounds and language with the same psychological forces by which he is withholding other behaviors he believes are forbidden or dangerous. If you release some of these behaviors, you may release some of his sounds and languages. Have you ever noticed how much more verbal all children are when they are out of doors? When they are in an area with fewer behavior restrictions they are more likely to verbalize... so teach a child games in which ordinary behavior restrictions are lifted... teach him to tip over a row of chairs (at the same time encouraging a vocalization as the chairs fall) ... teach him to rip up newspapers and shower the pieces over himself and you (squealing at the same time)..... teach him to splash water all over you, or allow you to splash him (and yell in the process). This strategy may very well create other problems for you. You will have to tolerate behavior which is not docile, not so acceptable, not so neat... but if you really want a child to speak, he must make sounds, and he must make them because he wants to, because it is permissible, because they will lead to speech, because they are communicative, because they are related to the release of happy energies.. in other words, a totally inhibited, withdrawn child with apprehensions about the world... will not be likely to make progress along the path to language.

We have talked about releasing strategies now let's consider PROVOKING strategies.

Essentially we would like to add to our repertoire of language - producing strategies, some methods that might provoke a child to utterances who otherwise would remain resistantly silent.

Shadow Talk

Consider as the first possibility "shadow-talk". When the child is engaged in some unspecified behavior, parallel his actions and movements with simplified, telegraphic speech, on a primitive language level. Use your speech to describe and comment on the things that he is doing. As a child approaches the lunch table, watch him carefully, stay close and say as he moves.... "table..... there table..... chair,.... touch chair.... move... heavy... no moving... oh oh chair fall..... look chair... down.. push.... hold on... hands here... help....help... chair up.... push... hold on... hands here...help...hlep... chair up....now sit... me sit chair... here... here...food please... where food..... food for me... food for John... mmmmm good.... milk..... cookies ... where cookies... there.. eat cookies..... John cookies...."

What you are doing during these periods is surrounding the child with language. He has evidently resisted the usual language environments and remained relatively untouched by all the words of his parents, teachers, television, etc.... so you are supplying a language which is related closer to his internal processes. Hopefully these words, by being related to him and his concerns, by describing what he is doing and perhaps feeling or thinking... these words will have more interest, pertinence and relevance for him. You are illustrating one of the functions of language, its role in describing and therefore organizing behavior. You are increasing the likelihood of his paying attention to language. And you are increasing the likelihood of his learning language units.

At first this process is hard to do; it feels strange. You may feel strange as you try to simplify your language by eliminating "a,... an.. the.. but.. ing endings.. plurals... possessives..etc" but you may be providing this child with a much more stimulating language input than his usual verbal fare. Remember to keep the language descriptive, leave out your own requests, your own comments, do not evaluate the desirability of behavior, instead try to act as his verbal alter ego.

Vocal Requests Setups

The next item on language-provoking strategies is the vocal request set-up. Remember when we discussed the idea that Language doesn't really happen until something produced by the child (a word, grunt, groan, etc.) produces a change in his environment that He wants. Until he begins to have the concept of language as a tool, a way to satisfy his desires, you cannot reasonably expect that any child will go to the trouble of erecting a language structure (and it is an enormous trouble, a great effort, an expenditure of time and energy on the part of the child). Let's translate this idea into an educational strategy.

Use one of his sounds... suppose that he has "UH" now let's find a way that we can provoke him to use it. First identify it as an approximation of the word "UP" a reasonable approximation on the way to a language unit.. Now when all the other children are given their juice at the table put his juice in clear sight on a high bookcase. Shadow talk him to the bookcase and use the word "up" and the word "Down". Try to elicit the words from him as you lift him up and allow him to grasp the glass. Remember that the point is that you will accept this approximate sound as a "meaning unit" and you are trying to provoke him to "use" the sound to get what he wants. After an indefinite amount of repetitions and urgings, perhaps he will begin to use that word as a tool to get the glass. If he does you have accomplished something very important; you have illustrated to him that language is something that works, something that helps us to control the world. Make sure that you do not "tease"... don't withhold the glass simply provide a setting that is likely to elicit the word and wait for the results....

SOUND WORKS PROJECT

Now add another little intervention, a sound-works-project. Let him explore the contingency between making a sound having an effect on the physical world. The simplest mechanism may be the ones where you employ light displays triggered by sounds. If this is what you choose...make a board or a wall where you can demonstrate to a child that pressing a button, flicking a switch, pulling a chain, or making a sound are all ways that you can turn on a light. What you are trying to encourage is that concept that sound production itself can be "used". This concept is not easy to explain, you will have to demonstrate it and probably many times before a child will comprehend that there is a connection, a contingency between his actions and the lights, between the sounds he makes and the final item on the light board. But when the concept is accepted, you will have a fine tool to encourage vocal behavior....remember to carry this strategy one step further by illustrating to the child that he can have an effect on people by producing sounds... teach the children (perhaps in a circle, perhaps within a song) to stand when child X makes a sound, one after the other... then let another child take his turn. Let the children stand, one after the other (you too) as this second child makes a noise. Does this sound like a roll call? you could use it that way... does it sound related to calling people by their names... another possibility... you could program this activity into the daily experiences of the children in your class and use it as a language-provoking circumstance in which the use of sound as a tool is explored and explained in actions.

WORD WORKS PROJECT

Another activity that expands the silent child's language is a. Identify the single words that frequently occur in these children, the isolated precocious skills that are reported by parents, the bus driver, the volunteer who is charmed by the child's ability to say "milk" (in spite of the fact that this utterance has no real use or value as an intentional language unit, and is really only an imitative vocal event).

b. once you have identified these odd vocal abilities, now identify the things a child might want... attention, a hug, to be left alone, more food, the toilet, to go out... etc.,

c. now identify the things that he will accept as a reward.. a particular kind of food that he consistently reacts to, touching or stroking, access to a favorite toy, permission to sit under the loft etc..

d. now make the cross matches... a particular word "arm" is to be followed by lifting the child by his arms to the loft.. and further reinforced by a piece of cookie... You now have a language provoking circumstance in which the use of a "word" as a tool is explored and explained by circumstances..... in this step, and the ones preceding you have illustrated for the child that communication is "worth the effort" and you have taken an accidental vocal event and given it meaning.. Parallel this strategy with periods in which the child can explore more and more control over his environment by running through his growing vocabulary of requests...."food.....stand... sit....come.....hug.....milk..." and let your subservience, your willingness to accede to his verbal requests be the reward for the language utterances. In a way this is a continuation of the "sound works project" that we discussed above, very similar to letting the child who is "calling the role" use a word "stand" in order to effect a change. Every time that he can use language in order to gain control over his wordl, in order to produce changes that He wants the child is at the heart of the motivation for language.

Supporting

Already we have metioned the kinds of support that must be present in all the strategies, that must be present in a classroom that seeks to elicit and encourage language. But let's list some of them so that you can see some of the implication in terms of the behaviors that are required of a teacher. All of these are supports for the language acquisition structure.

1. teacher who allows time for sounds.
2. teacher who accepts and rewards vocal behavior that is not recognizable yet as language.
3. teacher who illustrates acceptance by joining in with sound-making and primitive word making attempts.
4. teacher who gives accasions where sounds or words, or both can be used to control others.
5. teacher who iswilling herself, to be controlled by the vocalizations of the child....much of the time.
6. teacher who manages to make language acquisiton closer to "fun and games" than to "duty and work"
7. teacher who give 1:1 attention in response to verbal requests
8. teacher who rewards with food, toys, permissions, special treatments etc. as a response to sounds and words, who does this farily and consistently.
9. a teacher who can tolerate some disorderly behavior in the interests of producing exploratory behavior, sounds and words
10. teacher who can abandon her plan and structure in the interests of reinforcing verbal behavior
11. teacher who can give verbal models that are within the potential of the child including grunts and groans and telegraphic speech
12. teacher who can attend (listens)
13. teacher who can wait for a response
14. teacher who can accept gladly an approximation
15. teacher who will take time with child, mirror, and recorder to help a child

to accept sounds as his products as well as good products.

you see all it really requires is that you be one half genius and one half saint.....what you do with the third half and all the spare time and energy, will be the subject of the next meeting of the inspiring instructional staff of DMH.

